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# School Activities

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VOLUME XV, No. 6

FEBRUARY, 1944

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Published monthly from September to May by SCHOOL ACTIVITIES PUBLISHING COMPANY, 1515 Lane Street, Topeka, Kansas. Single copies 35 cents. \$2.50 per year.

Entered as second class matter, December 1, 1930 at the postoffice at Topeka, Kansas, under the Act of March 31, 1879. All rights reserved by School Activities Publishing Company.

# As the Editor Sees It

February—the birth-month of two great Americans, both of whom will again be represented in many a school program. On more than one occasion we have heard a school group burst out laughing when it got its first glimpse of an amateurishly made-up Washington or Lincoln. If a really good representation in the playlet, picture, shadowgraph, or tableaux cannot be made, none should be attempted. From a practical point of view, an unintentional misrepresentation is as harmful as an intentional one.

If travel difficulties prevent the holding of your track meet this spring, try a Telephonic Track Meet. In this, the events and procedures are exactly the same as in a regular meet except that each school participates on its own grounds. Immediately after each event the records—time, distance, height, etc., are telephoned to the other school, and the final results are then placed on a conveniently located score board. Thus the spectators can not only watch the local athletes perform, but can also follow the meet as it progresses.

More than one school has contributed to the Great Cause by playing concerts for the employees of industrial plants during lunch hours. And more than one school music club has entertained at hospitals, training schools, and servicemen's centers. Fine ideas!

The complaint has been made that too many war bonds are being sold back to the government as soon as they become salable. Perhaps some of these redemptions are justifiable, especially where undue pressure was used originally in selling them. However, in general, purchasing a bond temporarily is only an idle and deceiving gesture. It hardly represents true patriotism. We'll bet our hat that the ratio of student-sold to student-bought bonds is very low. But a good assembly program will do no harm; no sermon, but an attractive skit which presents dramatically the ideas which a sermon would include.

Considerable publicity has been given this fall and winter to several examples of student-coached athletic teams. Perhaps, due to lack of competent coaches, such an

arrangement is necessary, but we rather doubt it. Surely in every community there is some former athlete or some student from a neighboring college who could do this job. A student should be considered no more competent to coach than he would be considered competent to teach English or algebra.

The government still wants copper pennies, millions of which are undoubtedly hoarded in piggy banks, glass jars, bureau drawers, old socks, and other "safety deposit boxes." "Freeing the Pennies" would represent a good project for the student council. Homeroom and assembly programs, bulletin board and newspaper material, and competitions could be used to good advantage in such a campaign.

In preparing for the writing of a chapter on student association constitutions, we have studied more than two hundred of these instruments. In them we found a considerable number of uncomplimentary inadequacies—incorrect use of terms, lack of specific provisions, confusion of ideas, contradictory articles and sections, poor expression, loose ends, ineffective organization, and unattractive publication. And we found a few which would probably stump a Philadelphia lawyer. A constitution should be complete—though not necessarily long—accurate, clear, and concise. And it should be published in a dignified form. The development of such a constitution cannot be accomplished in a couple of hours.

It is not too early to begin to plan a "Stay in School" campaign for this spring. Next summer with its vocational opportunities, and next fall with its educational opportunities, will soon be here. Incidentally, such a campaign should be an annual feature as long as the war lasts.

Commencement activities and graduation programs this spring will reflect, more than ever, war activities and personnel. And to a certain extent, this is entirely proper. However, administrators, teachers, and students should not forget that in spite of a war the schools must continue—and this emphasis in a graduation program is far from unpatriotic.

# Correlating the Curricular and the Extra-Curricular

THE KEYNOTE to progressive teaching has long been education in life situations. "Education is life." This sound pedagogical doctrine has as its foundation the psychological law that a person learns best when he learns from a situation of which he is a part. When one is concerned with some problem needing solution, one is psychologically ready to learn.

Despite general awareness of this law, schools are frequently found in which the curricular and extra-curricular life are sharply divorced in the minds of both faculty and students. Teachers and principals seem unaware or uninterested in the extent to which these two phases of educational activity be made to supplement and strengthen each other. A principal in a summer session class expressed the point of view which leads to the separation of the school program into two unrelated divisions, when in arguing for extra-curricular activities he said, "I believe in them because the students should have some part of the school program they can call their own." In other words, "Of course we don't expect the students to interfere in or make suggestions about the curriculum. That's the educational program, and the authorities manage it. In turn we won't interfere with clubs, student councils, or dramatics; they are not educational anyway."

That viewpoint costs the school much of the value of the complementary relationship which exists between the curricular and extra-curricular educational activities.<sup>1</sup> An examination of some ways in which the curriculum can profit from, supplement, and reinforce the extra-curricular will be made in this article. The illustrations which I shall offer are not intended to be inclusive, but are suggested for the purpose of stimulating school authorities to see if they can uncover similar complementary relationships in their own school program. All of these suggestions for correlation have been used at some time in some school.

1. Forums, symposiums, and debates may sometimes be held in classes to assist in thinking through the issues and solutions of various problems arising in an extra-curricular activity. A symposium on proper courtesy and etiquette in boy-girl relationships may grow out of the conduct of the school social program. A debate in a class studying government, on the place of "politics" in a system of democratic government, may grow out of the campaign to elect the president of the school council. In one school a social studies class had a most stimulating discussion on the meaning of democracy when two rival girls'

<sup>1</sup>It is very doubtful that such a separation between the curricular and extra-curricular should exist. I am opposed to such an artificial division, but am accepting it in this article in an effort to point to the first steps in eliminating the distinction.

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*Venereal Disease Education Institute*

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pep clubs began a race in the election of members, chiefly on the basis of social standing in the community. A courageous, mature teacher with good judgment guided the discussion, which incidentally stimulated the consolidation of the two clubs into one, and a revision of the standards for admission. In the same way homeroom programs (if they may be considered as a phase of the curriculum) may center consideration upon various problems of the school council.

Sometimes these class forums may merge into all-school forums which extend the educational benefits to the entire student body.

2. Some schools have introduced units on parliamentary law into English or government courses when the pupils felt the need for such instruction in order to carry on their business meetings more effectively. These classes would use as subject matter for practice of parliamentary procedures in these units, those issues which came up in class meetings or in the school council. These classes provide an opportunity for earnest, serious debate in which the need and value of parliamentary law for the purpose of getting an orderly democratic decision becomes apparent.

3. English, and journalism classes may utilize current situations in extra-curricular activities as a means of securing live, sincere expression, both oral and written, of vital issues. Was the campaign for football queen properly managed? Should there be such a campaign at all? How can we build school morale so that a series of athletic defeats will not shatter it? How can we improve sportsmanship at games? Are eligibility requirements for athletics democratic and educationally sound? These and a hundred other questions come to mind.

Yet rather than giving freedom to editorial writers of the school paper to discuss such issues editorially, some school authorities will clamp the muzzle of censorship on the school paper. I know of school papers in which every editorial and newstory must have the approval of the principal before it is printed. And of course in many schools no English teacher would dare get so far out of her field as to assign current subjects for theme work, lest she incur criticism of other staff members, or of the school authorities.

4. Several schools have set up special classes, in some instances offering credit, in which the problems of living democratically in the school, and of building democratic procedures were dis-

cussed. Such classes as I have known enrolled student council officers and members, though there is no reason why this should be a requirement for enrollment. Moving from a consideration of local school problems, the pupils read, wrote about, and discussed the problems of a broader democracy—their community, or their state. An excellent example of an extra-curricular activity returning to the curriculum to enrich it!

5. A variation of the above is found when in some schools a student officer is given a special assignment in some class to study his office, its requirements and demands, and his duties, responsibilities, and opportunities for service. A project of this sort might be worked out for a social studies or an English class through the co-operation of the subject teacher and the sponsor of an extra-curricular activity.

The treasurers of the various student activities in one school met with the commercial teacher, and in three hours of instruction studied the duties, and financial responsibilities of treasurers, how to use the school's central banking system, and the methods of accounting and book-keeping used. All treasurers were given an account book with a uniform system of keeping accounts, and instructed in their use.

6. The dramatics students may sometimes co-operate with some class to produce a pageant, a tableau, or some form of dramatic production to illustrate a point or situation relating to class work. The two groups may combine personnel. The dramatization of the naturalization of an alien—the skit written by the government class and the action by the drama students—or the enactment of the Constitutional convention by the combined efforts of social studies students and drama students, are illustrative.

Of course the co-operation of industrial arts and arts classes in the production of dramatic events is a well-known and widely-used example of correlation.

7. The planning of elections so that they are properly conducted and the entire student body educated in proper procedures of voting is often made a project of the social studies classes. In such situations elections should utilize so far as possible the regular elections procedures used in the state in which the pupils live.

8. Far more teachers than now do should utilize propitious opportunities for stimulating class discussions on situations arising from extra-curricular situations of gripping interest to the students: an assembly, a stirring debate, a play, some athletic situation. The points to be considered may not be directly related to the subject matter of the course, but if the teacher sees some important teaching which can be based on some event, ordinarily she should not hesitate to utilize the opportunity.

9. Very frequently clubs may bring something of special value to the curricular work. For example the stamp club may throw a new and interesting light on history, or the aviation club

may bring important viewpoints to the science course. There is such an infinite variety of opportunities for this particular supplementation that any principal having clubs in his school will at once see many possibilities.

10. In one sociology class the class accepted as a project a study of the extra-curricular life of the school. An attempt was made to find out who belonged to extra-curricular activities and who did not, what were the announced purposes, whether the members continued their affiliations, whether the activities were too costly to the members, and similar questions. Out of the survey arose stimulating questions as to the nature of opportunity in a democracy, the extent to which opportunity should be provided and the extent to which one should provide his own opportunity, and the extent and the nature of the educational program which the community should be expected to provide its youth, as well as specific questions concerning the nature of a balanced extra-curricular program. A genuine sociological study in a setting in which the pupils could see the issues involved!

These ten illustrations can only suggest possibilities. The alert administrator will doubtless find many others. One thing, however, is fundamental to such an approach. The teachers and the school authorities must be genuinely interested in the all-round education of their students. They cannot enter upon such a program of merging the curricular and extra-curricular with reservations such as that one has a little private niche of learning which can never be mentioned except by the teacher, or that one's speciality is an isolated thing above criticism or consideration by others. Such a program demands genuine democracy and real co-operation.

## CHILDREN WEREN'T THAT WAY IN MY DAY

"Our earth is degenerate in these latter days. There are signs that the world is coming to an end. Children no longer obey their parents. Everybody wants to write a book. The end of the world is near."

"The children now love luxury, they have bad manners, contempt for authority, they show disrespect for elders, and love chatter in place of exercise.

"They no longer rise when elders enter the room. They contradict their parents, chatter before company, gobble up dainties at the table, cross their legs, and tyrannize over their teachers."

The first complaint was written by a discouraged Egyptian priest in 4000 B.C. Greek Philosopher Socrates registered the other one over 2,000 years ago. We parents might as well resign ourselves.—*Youth Leaders Digest*.

"Too Many Safeguards Kill Student Government," by Earl C. Kelley, in December *Clearing House* has been reprinted for general distribution by the National Self Government Committee.

# The High-School-Theatre-for-Victory Program

THE HIGH School Theatre for Victory Program had its origin in a discussion of the role of secondary school dramatics in the Victory Corps, held at the annual convention of the National Association of Teachers of Speech, at the Palmer House in Chicago, December, 1942. Some forty dramatics teachers and directors participated in the discussion.

A number of workable suggestions for effecting greater use of high school dramatics in the war effort were submitted during the discussion. Many of the suggestions represented schemes already in use in certain schools. At the close of the discussion, a committee of three was appointed, with the writer as chairman, for the purpose of preparing a summarization of the suggestions offered, for publication and distribution among other interested dramatics teachers. The summary prepared by the committee appeared in the February (1943) issue of *The High School Thespian* magazine.

It soon became apparent to those of us on the committee that the data we had compiled offered a practical program for secondary schools interested in making greater use of their dramatics resources and services in behalf of the war effort. All that seemed missing was an appropriate title under which the program could be launched. This problem was readily solved, however. Later in the convention, Emery D. Baldof, then director of the School-College Section of the Office of War Information, suggested the national observance of a "Theatre for Victory Week." Inasmuch as there seem to be every indication—at the time—that such an event would be observed in the near future, those of us on the committee agreed on the "High School Theatre for Victory Program" as a suitable title for the data we had compiled.

Early in February, 1943, a mimeographed statement defining the program and its objectives was mailed to some five hundred fifty high schools comprising the membership of The National Thespian Dramatic Society for High Schools. The dramatics directors of these schools were invited, first, to study the program carefully with the thought of adapting it to their local needs, second, to enroll as active contributors to the program, with enrollment being open on a voluntary and patriotic basis.

For purposes of registration, each teacher received a card which called for the name of the dramatics director, and a brief statement describing at least one major dramatics project sponsored in behalf of the war effort since Pearl Harbor Day (December 7, 1941). Schools which enlisted were urged to indicate to their audiences, either by spoken word or by a statement on the handbills, those dramatics projects offered as contributions to the High School Theatre

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for Victory Program. Each director was also urged to maintain a record of all major projects presented in behalf of the war effort, for display in the school building. A "record certificate" was suggested for this purpose, made in the school printing shop, or purchased at a nominal fee from the National Thespian Society.

It should be stated at this point that the launching of the High School Theatre for Victory Program among the schools affiliated with the National Thespian Society was primarily experimental. Our object was to secure additional data concerning the practicability of the program, thus avoiding the pitfalls frequently encountered by projects and programs offered without first ascertaining if they are necessary and if they are workable.

By June of 1943 some one hundred fifty schools had enrolled as active contributors to the program, with a number of other schools reporting that they planned to enroll as soon as they had staged a major dramatics performance benefiting the war effort in some direct manner. This encouraging response, along with a number of complimentary letters from play publishers, government wartime agencies, and college drama teachers, was accepted as evidence that the High School Theatre for Victory Program had its merits and met an existing need in the schools. Along with the favorable response came, however, other letters which gave warning of the dangers of carrying wartime dramatics activities to the point where they would replace the established program of the school. This point was well taken, and in subsequent announcements, sent to all enlisted schools, it was made clear that whatever effort would be put forth to make greater use of dramatics in the war program should be in addition to these activities normally carried by the dramatics schedule. In no way was the High School Theatre for Victory Program meant to replace the established dramatics program which, in many schools, represents years of effort, planning, and preparation.

On the strength of the preliminary success enjoyed by the High School Theatre for Victory Program, the active cooperation of government agencies—such as the School-College Section of the OWI, the Script Division of the OCD, the Educational Section of the United States Treasury Department, and the United States Office of Education—was sought with the thought of mak-

ing the program a part of the broader wartime activities sponsored by those agencies among the secondary schools in which the services of dramatics groups was required. Chief among these activities was the Victory Corps, sponsored by the United States Office of Education. Needless to say, these agencies voiced their unanimous approval of the project and assured us of their fullest support in our efforts.

On September 15 of last fall a two-page folder describing the program in full was mailed to some 10,000 high schools throughout the nation, with all costs assumed by the National Thespian Society. The folder contained full particulars concerning the services performed by the program, a list of suggested wartime activities of a dramatic character, and instructions on how to establish Victory Players Clubs in schools where no dramatics clubs were in existence at the time. Those schools which wished to take a more vigorous part in the program were invited to enlist as contributors, in the same manner that schools affiliated with The National Thespian Society had been invited earlier in the year. The record, as of December 1, shows some four hundred high schools registered as active contributors, with new groups enlisting daily. Of course, a considerably larger number of schools which received the folder adopted many of the suggestions it contained for the purpose of mobilizing their dramatics groups for more effective wartime services.

The High School Theatre for Victory Program as it is now constituted, performs the following wartime duties:

1. Maintains for the convenience of agencies of the United States Government and educational organizations, a mailing directory of high school dramatics groups active in wartime activities. This directory has been made available to the United States Office of Education, Education Section of the United States Treasury Department, School-College Unit of the War Production Board, National Association of Secondary-School Principals, National Theatre Conference, The American Educational Theatre Association, and the National Association of Teachers of Speech.

2. Co-operates with agencies of the United States Government and various educational organizations in distributing approved wartime scripts and other materials to high school dramatics groups. Last spring, some 250 copies of a script showing the need for lumber on the east coast were distributed among schools in the New England states. This script was provided by the War Production Board. Under this same service, announcements concerning the food script, "It's Up to You," were distributed among some five hundred key high schools throughout the country. Copies of a number of other scripts provided by the government also have been mailed to schools. At the time of this writing, discussions are under way with the School-College Unit, of the Metal Salvage Division of the War Production Board, regarding the col-

lection of worthwhile scripts written by high school dramatics groups on the need of salvaging scrap metals.

3. Provides suggested activity programs which mobilize the resources and services of dramatics groups for wartime purposes. Under this activity a committee of outstanding high school dramatics teachers, with Dr. Earl W. Blank of Berea College as chairman, prepared a comprehensive list of wartime plays at the secondary school level. Copies of this playlist have been mailed to some 2,000 schools. The distribution of this list will continue as long as there are calls for it.

4. Gives technical assistance to high school dramatics groups producing plays, pageants, and programs stimulating to the war effort..

5. Gives assistance to high school dramatics groups that provide entertainments for military morale. Under this activity, and with the co-operation of the National Theatre Conference, "A Wartime Manual for Dramatics Director" was compiled this past summer. An entire chapter in this Manual is given to the matter of preparing dramatic entertainment for men in service. This manual may be purchased from the National Thespian Society. (Price \$1.00.)

6. Provides a medium for the exchange of information among high school dramatics groups active in wartime services. This service is largely performed by the *High School Thespian* magazine which carries reports of various projects undertaken by dramatics groups.

7. Assists high school dramatics groups to maintain a record of all their major projects sponsored in behalf of the war through a "Record Certificate Plan."

The High School Theatre for Victory Program offers the following suggested activities<sup>1</sup> to secondary schools wishing to make greater use of their dramatics groups for wartime services:

1. Produce short scripts embodying war information or stimulating response to war drives, on assembly programs, on programs of special meetings for war purposes, and as curtain-raisers to plays on the regular dramatics program.

2. Produce plays and pageants which stress American traditions and backgrounds; backgrounds of the United Nations, and themes embodying the basic ideas and ideals of Freedom, Democracy, permanent truths, and values of human conduct.

3. Produce plays and programs designed primarily as wholesome entertainment in wartime.

4. Provide dramatic entertainment for men and women in service.

5. Plan and participate in programs for the purpose of raising funds for approved war relief organizations.

6. Provide speakers, leaders, and programs for

<sup>1</sup>Performances over local radio stations and school public address systems, as well as stage performances, are included in these activities.

wartime projects such as the Victory Corps, War Bond Drives, crop harvesting campaign, etc.

7. Contribute to the pre-induction training of boys subject to military service by developing, through dramatic exercises, language and mental fitness.

Enrollment in the High School Theatre for Victory Program is on a voluntary and patriotic basis, as was stated above. There are no dues, fees, or assignments of any kind. Enrollment is open to all public and private high school dramatics clubs, classes, radio clubs, and other play producing groups. Enrollment is, however, subject to the following conditions:

1. The dramatics group must be organized for the semester or year's program, with a minimum of eight or ten active members. *This group should be essentially a play and program-producing group.* This provision is designed to eliminate those so-called dramatics groups—and they are permitted to exist in certain schools—which give their time to social and other activities in no way related to dramatics.

2. The group must be supervised by a member of the faculty or by some other person who possesses some knowledge of dramatics and play production.

3. Schools in which no dramatics club exists are asked to undertake the organization of a Victory Players Club. Suggestions for the organization of such clubs are provided by the High School Theatre for Victory Program.

The High School Theatre for Victory Program has as its objective the mobilization of the nation's high school dramatics groups for more effective participation in the war effort. The program has already performed a variety of worthwhile services. It will continue to render service on the home front as long as the need exists. When that need no longer exists, when Victory shall have been won, the program will be dissolved. Its success in the days which are ahead will rest, to a large extent, upon the cooperation shown by dramatics directors and school administrators. The major obstacle in its way will continue to be the failure of certain teachers and school executives to realize fully the capacity of the theatre in its various forms and to participate effectively in the national effort.

## Make a Merchandising Calendar

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Berkeley 4, California

WHEN the advertising solicitor of the high school newspaper walks into a merchant's store, he should be ready to suggest what items are apt to have the greatest appeal to students at that time of the year.

Unfortunately, too few advertising solicitors do this. They just go into the merchant's office without any sales message at all. Thus, they lose sales because they do not even know what a merchandising calendar is.

Actually a merchandising calendar is nothing more nor less than a simple means of listing a merchant's month-to-month needs in advertising, taking into account various holidays and traditional events.

Take a flower shop, for example. Should it run the same advertisement before Mother's Day that it might carry before the Senior Ball? Everyone knows the answer, for advertisements should have timeliness.

Or consider the hardware merchant. When should he advertise fishing tackle? Obviously at the time people want it and need it. The same sort of reasoning can be applied to much that is sold to high school students.

To be sure, the advertising solicitor with a little originality and initiative may figure these facts out for himself. But now and then even he may have his off day. So he needs the merchandising calendar, too.

Here's what the business staff should do. It should make a list of the kinds of advertising it can carry. Cigarettes, beer, and the like, of course, should be ruled out, and also cement, tombstones, and property.

One list should be made of items a clothing store would "push" in October, another list for November, and so on for each month in the year. Similarly such lists should be made for each type of business to be solicited.

All these lists may be indexed in a looseleaf notebook kept in the staff headquarters. Advertising solicitors should discuss them in their meetings and then use the ideas in soliciting advertisements. Or the more important lists may be posted or duplicated. A card file system may be developed if that is preferred.

This is how the advertising solicitor goes about it. In February he knows that Valentine's Day is near. Hence, he may suggest the copy and layout for an advertisement promoting valentine candy sold by the Sweet Shop.

If the advertising staff plans ahead, it will discover that every issue of the paper may be used to present certain items at the "psychological moment." Hence, it can be planning for weeks on copy ideas—a slogan, for instance—to be used in a certain issue.

Incidentally it should be noted that examples of merchandising calendars appear in some journalism textbooks. In some communities the high school staff can get sound advice along this line from the local newspaper's advertising department. In fact, there are lots of ways of getting ideas—if you want them.

The merchandising calendar can be effective aid. Properly used, it can be a means of increasing the sale of advertising space. At the same time it cannot take the place of initiative, enthusiasm, and stick-to-it-iveness which every advertising solicitor needs.

# Birth of a Nature Study Club

**I**T IS amazing how often we teachers blindly stumble into something really worth while.

I recently returned to the teaching profession, only to obtain a position to teach 6th and 7th grades in a country school.

I was assigned to a large pleasant room, but a barren one, and the pupils and I set about making it home-like.

Some brought potted plants, others hanging bowls for vines. Some brought magazines or favorite books and interesting autumn floral prints for the bulletin board; and one child, with the assistance of a friend, lugged a large aquarium to school. I was then free to express a long cherished desire of mine—to have a terrarium.

The pupils were interested, and so we collected all available literature on the making of terrariums, took field trips to collect our soil and woodland flora. We then planted our garden, which we landscaped with an artificial pool, a fallen tree, etc.

I was now ready to sit back and admire our handiwork, but not so the youngsters. Our terrarium must have animal life.

We finally had accumulated two small and two large red spotted salamanders, to whom the children fed aphids and mealworms, four tree toads, a snail, several slugs, and a small mud turtle, that spurned our attempts at friendliness and hibernated under the moss for the winter.

The tree toads furnished the most diversion. Catching live flies and gnats for them was no easy job, but it was well worth the effort to see the frogs jump from one side of the terrarium to the other to catch one on the wing.

All sorts of questions arose: "Why were the toads so difficult to locate?" "Why was it possible for them to cling to the side or top glass?" "What made them sing?"

This latter characteristic of the frogs gave a great deal of pleasure. When we were very quiet (forest stillness, we called it) the frogs chirped like birds. Invariably some one tip-toed to ascertain which frog throat was inflated and song-giving.

We had to have science books; there were so many "I-wonder-whys" to be answered. The board of education very generously financed a nature library for us.

With the approach of winter and the cessation of the insect supply, our worries started. We found that toads can go for long periods without food, but what about our salamanders? Would the plant life afford enough small insects for them?

The boys and girls investigated, then trained the salamanders to eat morsels of boiled egg and meat, which were fed to them with forceps. How very friendly those pets became, those dinosaurs of our midget forest!

Well, the terrarium was just a beginning. We finally acquired a pet garter snake, a red-striped

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pond turtle, and a large wood terrapin, and a field mouse that gave birth to five babies, then disappeared one night. I've always had a sneaking suspicion that the janitor knew more than he admitted about that disappearing act.

The president of our board of education, knowing that we were working on a war nutrition project, presented us with a pair of white mice, who were promptly named "Pinky" and "Stinky." The results of our nutrition experiment weren't too convincing, for Pinky and Stinky proved to be very popular week-end house guests of the children, and I fear they were indulged in more than their respective prescribed diets.

You can, of course, guess where all this led—to the formation of a nature club. Our classroom became such a menagerie that our amused principal always took the precaution to open the door only a crack and peek in to ascertain if it were safe to bring a visitor into the room. In fact, she laughingly complained that she had to bring visitors to our room last, because they never got any farther; there was so much to see and the pupils had so much to tell them. Even the most shy child forgot himself and eagerly volunteered the information a visitor desired. (Motivated oral English.)

Since our guests were many, we finally appointed a host, or hostess, to act as a personal guide about the room. (A painless lesson in courtesy and poise.)

I had to overcome my feminine squeamishness, for I invariably found the carcass of a dead mole, squirrel, or bird, or the skull or skeleton of some mammal on my desk when I arrived in the morning. I'd see anything from skunk cabbage to an orchid staining my desk blotter. We had collected many cocoons in the fall, and many beautiful specimens emerged in the spring. Our Cecropia moth deposited her eggs on my plan book.

In the spring, we disposed of our terrarium material and reverted our receptable to its original status—that of an aquarium. We secured snail, toad, and frog eggs. Again that fever of acquisition ran rampant. Before I realized what was happening, the children had caught tadpoles and polliwogs in various stages of development; the largest still needed to release the forelegs and absorb the tail. A baby sunfish appeared, as did three dark green salamanders and two tiny mud turtles, who loafed most of the time, lying on a wooden float that the children had made for them, and nibbling on lettuce shreds.

We learned to our sorrow that harboring the mud turtles in a tadpole hatchery was a mistake.

(Continued on page 214)

# Women Can Teach High School Boys Physical Education

**W**AR HAS brought about many changes in many fields of endeavor, and some of these changes may seem very strange.

In reality they are not strange, but rather a revelation of what the women of America can do when called upon in an emergency. This war is an emergency, and the women of America will continue this emergency work only as long as the need is apparent.

There is no glamour in teaching, and since most of the teaching profession is made up of women, there is less opportunity for the public to know and realize that women can do a specialized man's job also in this field. Aside from administrative positions in teaching which women have taken over, the most challenging and demanding upon a woman teacher is to teach physical education to high school boys. Many schools have found out that good women teachers can do the job, and it is not necessary to curtail the regular physical education program due to the shortage of men physical education teachers. This does not mean that we do not need men physical education teachers in our schools in this emergency, as we most certainly do, but since the government has not seen fit to classify them "essential," we can carry on with women teachers. Let us discuss here some of the problems involved.

High school boys today realize the general teacher shortage, and particularly the scarcity of men physical education teachers. They also know that the war has caused a demand for these teachers beyond the normal available supply. Furthermore, teacher training institutions are not graduating trained men in physical education for school use during the war. Therefore the situation will get worse instead of better, and so the solution seems to be to use women teachers if the program is to continue.

Our high school boys know that it may be only a question of time before they are called into service. They realize the premium placed upon physical fitness, as former high school boys now in service have told them about the advantage of being physically fit. Therefore, it is not necessary to force a physical conditioning program on our high school boys. They have seen their coach or principal drafted, or volunteered for service, and they know that the school must carry on as best it can. They realize that time in getting fit is to their advantage now. Under these conditions the woman teacher enters the job of teaching "fitness" to these boys. If she will be as tolerant of them as they will be of her, no serious problems are apt to arise. The boys know that the woman teacher is going to do her best, that she realizes the situation, and since neither created it, co-operation is best for

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all concerned.

You may now have the impression that any woman teacher can step into the breach, but this is not the case. There will always be some boys who do not behave, and there will be the "problem" children whose parents do not favor this program. Since many schools do not have suitable locker space, dressing rooms or shower facilities, some people feel that the school is putting the cart before the horse in promoting a program before getting the suitable facilities. This would be true perhaps in normal times, but war times are not normal. The program must go on so that we do not handicap the war effort, nor deprive our boys of the chance of getting physically fit in school. The function of schools in a democracy is to prepare students for their future needs. Today fitness is a vital need—it is the need for survival.

The boy's woman physical education teacher must understand and like boys. She must be an all around good sport, if she is to command the respect and appreciation of the boys. They do not like a teacher who acts tough or who constantly "nags" or "whines." She can get discipline from boys through their respect of her and her efforts to teach them. This kind of discipline is real and vital to a good physical education class.

The woman physical education teacher should organize her class into well balanced teams led by competent student leaders. These student leaders conduct the calisthenic phase of the program, and lead their groups in the game competition program. We know that an instructional phase (teaching of definite game skills) is needed in an essential program, and this may suffer due to a woman teacher. However, calisthenics and a good game competition program are the essential backbone of fitness in the service program. The woman teacher can prepare herself to teach skills by using student leadership to its maximum.

An obstacle course can be used to advantage in developing physical fitness. Boys should be timed periodically in running the obstacle course, and thus motivated to improve. Such an activity can be handled almost entirely by student leaders.

A woman physical education teacher needs help in handling a boys class while it is in the locker room. Of course, student leaders can be assigned to locker room patrol, but this is asking

too much of student leaders. They cannot be expected to control profanity, horseplay, or improper story telling in a locker room. There should be assigned to the locker room some man faculty member or a janitor whenever there is a class in it.

Guidance is a most important feature of physical education. Men physical education teachers know how important this is to the boys who are under their leadership. Sometimes people do not realize how much character training is accomplished through physical education.

This teaching for "life," and future good citizenship through physical education is most important, but naturally this work cannot be accomplished by women teachers, as no boy feels free to discuss personal health problems with her. Although it is impossible for a woman teacher to handle this, we have women who can handle all the other duties of the boys physical education teacher during the emergency. For the duration of the war certain phases of guidance of boys that has heretofore been the responsibility of the physical education teacher must be assumed by other men of the faculty.

We all are agreed also that it is the man's job to handle the boy's physical education classes, as well as it is the woman's job to handle the girls' physical education classes. Our women teachers will gladly relinquish the job of teaching physical education to high school boys as soon as the emergency is over. We are proud of the job the women are doing in some localities now.

## A Civilian Service Flag

FRED S. HAYNES

*Boys Counselor*

*Roosevelt Junior High School  
East Chicago, Indiana*

**I**N KEEPING abreast with the modern trend where conservation is uppermost in everyone's mind, our school scored a direct hit by making one solution for two problems. We were desirous of keeping in contact with the graduates of our school who were serving in the armed forces. We also wanted them to know that we, as a school, as well as individually, were backing them to the limit and, of course, we were trying to find a way to sell more defense bonds and stamps.

We had already dedicated a large service flag with eight hundred blue and five gold stars and had on record the names, home, and camp address of every graduate for whom there was a star on the service flag. The home addresses had all been verified by a committee of students. The military address was then obtained by contacting the home with United States Government reply cards asking for the latest camp address. Whenever any student heard or knew of any alumnus entering the service, he would turn in the name of said graduate and the afore-mentioned pro-

cedure would follow. Thus a rather complete file of addresses was obtained.

It was no problem to keep in contact with the service men, for we had their addresses on file and could send them holiday cards, special news letters, and occasional copies of the school paper.

It was a problem, however, to find a way to let them know we often thought of them and were backing them the best we knew how. Of course, we were always on the lookout for ways of increasing our stamp sales.

Our solution was a happy one as it solved both problems. We constructed from heavy paper a duplicate service flag which, for want of a better name, we called our "Civilian Service Flag." On this one, however, we left the white field empty. We then cut the same number of blue and gold stars as we had on our regular service flag.

Each student in the school was then given the privilege of putting a star, bearing his name, on the paper service flag. This privilege was obtained by purchasing defense stamps. Each time a star bearing the purchaser's name was placed on the service flag, the purchaser was given a postal card, already stamped, addressed to one of the boys in service. This card bore the following message:

Dear Roosevelt High School Servicemen:

We here at your old school thought you might be interested in hearing about some of the ways in which we are trying to do our bit to help back you. So far this year, we have bought enough stamps and bonds to pay for 3 jeeps, 2 motorcycles, 3 submachine guns, 1 life boat, 3 gas masks, 6 bayonets, and 20 hand grenades.

On May 26, we held a special Memorial Day service, honoring the six boys who have already given their lives for our country. We added at that service 4 gold stars and 350 blue stars, making a total of 6 gold stars and 800 blue stars. Seventeen of the latter represent girls in the service.

We want you to know that we have been thinking of you especially this week, and as additional proof we are going to cover our service flag with defense stamps. We have pledged to buy defense stamps for every blue star on our flag and a bond for every gold star.

Stamps were bought in your honor by ———.

The card was signed with the name and address of the student who purchased the stamps. It showed that we were backing the armed forces. The gold stars were put on the civilian service flag by students who purchased bonds.

This greatly increased our stamp sales, thus enabling us to buy three more jeeps at a thousand per. Many friendships were formed, a greater interest was manifested in "our boys" and we were all brought closer together by the many interesting letters, which are still coming in. Our students were very enthusiastic about the plan, and because over 90 per cent of them participated we had the privilege and honor of flying a much coveted Minute-Man Flag.

# Do You Have to Browbeat Journalism Students to Get Them to Read?

Perhaps you Wouldn't Have to if you had an Attractive Journalism Library

A LIBRARY of its own should be a feature of any well regulated journalism department. In probably no other high school subject can the instructor ask for—and get—so much interest in supplementary reading. Students who elect journalism indicate by doing so that their interests extend beyond the average. Then, journalism is so broad a subject that it can be covered only sketchily in the usual one-semester introductory course. For appreciation of the real range of journalism, students must read widely outside of the text.

Once students get on the staff of the school paper, they are likely to find their work bunched with perhaps one or more days a weeks completely free. If interesting books are handy, this spasmodic leisure provides the most natural situation possible for the encouragement of reading.

The situation, however, calls for an emphasis on the *availability* of books. A trip to the perhaps distant library is inconvenient if not impractical. In large schools it usually means that a note of permission has to be written or at least a pass signed. Students are just as human as teachers (if not more so), and the result is this thought, expressed or unexpressed: "Oh, it's too much bother; I'll just open my history book and appear to be looking at it."

To overcome the natural inertia of students, I cannot recommend too strongly that every journalism room have its own bookcase, or cases. They should preferably be open ones; locked cases are unnecessarily forbidding, and no one is going to steal the books. In fact, the books are much safer in the journalism room, with its select group of students, than in the general library, which is frequented by the whole school. Anyway, books are not treasures in the sense that radium or diamonds might be. Books are only treasures to those who read them. An occasional lost book is a small price to pay for the chance to arouse a real interest in reading in a whole group of students.

If this group interest is to be aroused, the stress on *interesting* books cannot be too great. One cannot provide a shelf of reference works and discarded textbooks and expect students to show any enthusiasm. Care must be taken to select books that are genuinely readable. More than any other division of the library, the journalism shelves need to be filled with readable, *new* books. Because of the close tie-up of journalism with current events, books in the field date quickly.

The collection should lean heavily toward autobiographies and reminiscences. Foreign correspondence, particularly, has attracted a high caliber of men and women, and their comments

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on life as well as on the foreign scene are often stimulating to young people.

Some fiction should also be included. In the journalism classes, as in the school in general, there will be a wide range in both mental and physical maturity. Reading must also be provided for those who are too young to care for *Personal History* and *Days of Our Years*. Most of the juvenile fiction in the field of journalism is trashy, but there are a number of quite adequate volumes. Emma Bugbee's *Peggy* books need not be scorned even by adults.

Commentaries upon the press or expositions of special phases of journalism should also be included in the library. To illustrate the sort of books I have in mind let me mention a few volumes that should certainly be included: *Pictorial Journalism*, *The Press and World Affairs*, *Backgrounding the News*, *Newsman's Holiday*, *Without Fear or Favor*, and similar books to the limit of the budget.

In a class by themselves belong the reference books. These are, of course, not intended for general reading but need to be available to answer students' questions promptly. No one wants to interrupt his composition with a trip to the library for the perfect synonym, but if Webster's *Dictionary of Synonyms* or Roget's *Thesaurus* are handy, it's amazing how many students will reach for one of them. The reference collection need not be extensive but ought to include, in addition to the two books just mentioned, an unabridged dictionary, the Mawson, or some other deskbook, Bartlett's *Familiar Quotations*, the *World Almanac*, and the local city and telephone directories.

Financing the journalism library may be a problem in many schools, but there are several simple ways of handling the situation. Since the journalism collection must be considered a branch of the school library, many books can be included in the general library order. However, in most schools library orders are placed only once a year, and so some provision must be made for adding new books while they are in the news. Profits from advertising in the school newspaper, or that margin of safety in the yearbook budget will provide the extra cash in many schools. Books may also be purchased out of textbook allotments, since a good argument can be made that supplementary reading materials obviate the necessity of frequent textbook replacements.

Selling the copper plates from last year's year-book may raise enough money to buy two or three much desired volumes. With us, another source of books has been the occasional gifts of parents who want to show some tangible appreciation of the experiences their children are enjoying. Finally, if all else fails, the staff can always sponsor a dance or some other money-raising activity.

Once interest is aroused in the establishment and maintenance of a classroom journalism library, most of the incidental problems can be left to the solution of the students. Why not start a library this year, or revitalize the one you may have let languish? If you will accept this instructor's word, it is well worth the effort. The journalism teacher has an unusual opportunity to arouse the kind of book interest that may carry over into the student's out-of-school-life.

#### BIBLIOGRAPHY

If you want advice in the selection of books for the journalism library, examine one or more of the following lists. In keeping your collection up to date, you will find it helpful to follow reviews in the *Scholastic Editor* or *Quill and Scroll*.

"Background Readings for Journalism," H. W. Wilson Company, New York.

"N.S.P.A. Newspaper Manual, National Scholastic Press Association, University of Minnesota, Minneapolis. (Free to members.)

"A Reference Shelf for the Newspaper Staff," *School Activities*, March, 1940.

## Rationing Serves as an Educative Function

L. W. REDEMSKY

*Superintendent of Schools  
Reed City, Michigan*

ALL THE ration books issued by the Reed City Public Schools have been issued by students from the commercial department, except for one evening when the teachers gave about two hours of their time for this purpose. The pupils did not consider the task difficult, but looked upon it as an opportunity to put into practice such skills as accounting, neatness, accuracy, social development, etc. Some of the things they specifically mention as helpful to them were: assuming responsibility, becoming accurate, using figures, contacting people, developing personality, being careful in inspection of data, keeping adequate records, learning something about people, and spelling and pronunciation of names.

Originally, the procedure of issuing the books was discussed with a group of ten or twelve girls. The superintendent of schools met with this group for about thirty minutes on three different occasions and acted as leader and consultant for the group. The pupil who was inclined to grasp the knowledge and procedure of rationing readily was then selected as consultant on the days of

rationing. Only the first day was it usually necessary for the superintendent to advise the consultant student. One girl acted as hostess, distributed forms, and arranged the line of order for securing the ration book. The pupils issued approximately 2,400 ration books during a two-day period.

The schools were not closed on the days of rationing, and no teacher had to lose any time from the classroom. In our case, the pupils who took part in our rationing program received some worthwhile experiences and learned some of the skills we attempt to teach them. They were accentuated by the responsibility placed upon each individual pupil. School administrators are often too hasty in closing school, especially when some other plan could be originated which would not necessitate the loss of the teachers' time for two or three days and the dismissal of pupils, as would have been the case if we had used teachers.

## Sale of War Bonds a Vital Part of School Program

H. M. ROSA

*Principal, River Rouge High School  
River Rouge, Michigan*

DURING the last five months of last school year, \$102,424.45 worth of War Bonds and Stamps were sold by the 1,100 students and the faculty of River Rouge High School.

The first drive was put on in December '42. It was a "Victory Sing" staged in the auditorium by our forty-piece band. The student body sang the hit songs of the day and the marching songs of our men in the service. At the conclusion of the program, the group bought over \$3600 worth of bonds and stamps.

In March a similar four day effort culminating in another Victory Sing netted over \$35,000 worth of securities sold. An added feature to this drive made the totals swell—the student received credit for bonds he sold as well as those he bought, so the slogan was "Buy or sell a bond."

The April drive lasted a month and was a part of the nationwide program to raise \$13,000,000,000. Every student in the entire school participated, and so we won the coveted Minute-man Flag for being 100 per cent in buying bonds and stamps. Each student who bought or sold a bond got a ride in a real jeep; excellent posters were shown in every classroom and in the halls; and a miniature cemetery, with the crosses and all, was placed where all could see its warning: "Don't let it happen here; buy Bonds and Stamps."

All in all, we feel that a per capita sale of over \$93.00 is an enviable record and a mark at which other schools may shoot.

# Flags for Freedom

AS THE curtains opened a spotlight shown downstage center on a table bearing the red, white and blue flag-stand, which held a miniature American flag. Downstage right stood a large American flag and downstage left, at the speaker's stand, was the reader robed in black.

Thirty nations, each represented by a student in costume and carrying the national emblem, answered roll call. The pianist played music typical of each nation, as the students approached and left the stage. The speaker paused downstage center, told briefly of the war effort of his country, placed the flag in the stand, and departed downstage left.

After the nations had answered roll call in this fashion, the reader pledged anew the determination of the United States to help achieve and maintain the world symbolized by these Flags for Freedom. On cue, Uncle Sam, holding a scroll bearing the names of graduates who are in the armed forces, stepped downstage right beside the large American flag. Immediately the spot light picked up the tableau, taps sounded, and the muted echo answered. The pianist played "The Star Spangled Banner" and the curtains closed.

A great deal of research was done to find facts concerning the costumes, music, war effort and potential power of the various nations. Construction of the flag-stand made it possible to keep the small flags on display in the trophy case. However, I believe the greatest value of the pageant was the opportunity it gave to every member of the class to take an active part in an assembly program and to make a worthwhile contribution.

## THE PAGEANT

"Flags for Freedom" as it was presented at Maryville High School last Armistice Day, is given below:

At the stroke of eleven, just twenty-five years ago, there was peace once more. A world war was finished. People began to live and to work again. But this time they had inspiration for their work—they had a purpose. They dedicated, as it were, the remainder of their lives and work and ambition, to the purpose of fulfilling a dream, a world forever at peace. The dream belonged to those who saw clearly the American way of life, saw it clearly enough to fight for it and die for it. Americans remember that stroke of eleven in 1918—we think of it especially today and know that we did not work hard enough or with enough determination to make our dream come true. We come now to the conclusion that we are still living and laboring for it—and that this war must be the last one!

A country's flag is the personal symbol of the spirit of its people. The Flags of Freedom are representatives from our allies who in this conflict are also determined to win a new life and

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chance to pursue happiness. There are thirty of those flags, in addition to ours, which means thirty nations are depending on us—and we are depending on them; we will win together. Those people have a definite place in our minds and hearts today, when we celebrate, not with gaiety and rejoicing, but with a determined prayer in our hearts.

One of these flags belongs to the Greeks. They fell in agony and suffering, but they were champions of our cause and shall rise. The rest of us will help them rise. The Czechoslovaks, whose youngest children were killed in their gallant fight, will some day have freedom. The Dutch, who found it hard to believe in war, are fighting beside us now. The brave, tragic Poles, who want their martyred country to live again, have our promise to deliver them. These and all the rest were our saviours in the early months of the war, and we, in turn, hope to be theirs.

Not all our allies are fighting for exactly the same way of life as we Americans. Of course they're not; but they do want freedom, freedom from oppression and tyranny; they do want to be free, to worship God in their own way. The church is the first and final symbol of America; men came across the sea—not merely to find new soil for their plows, but to win freedom for their souls, to think and speak and worship as they would. This is the freedom men value most of all. For this, they have borne countless persecutions and fought more bravely than for food or gold. With us, this is already an ancient heritage. We take it for granted and expect it for all mature men, and after the war this shall be America's gift to all men—the right of each man to worship according to the dictates of his own heart.

Fear, Hunger, Want—they shall be annihilated by Peace, Security, and Plenty. We are creators of abundance. We shall teach other nations to be free from want, to produce and to consume what they produce. The Poles and Czechs will speak again. The countries whose voices are drowned out during the war will be the instigators of the peace.

And the last of our four freedoms has not yet been realized—Freedom from Fear. Only our unceasing efforts and determination to win this war will win this freedom. When Peace has come again we can laugh at fear. Then and only then will we have won a war.

We know the countries who are our allies are giving the best and most they have to give—their raw materials, which in turn we often manufacture, their men who are fighting with us;

and those who remain at home are offering their work as a compensation to those heroes of the last war, who are still waiting to see their dream fulfilled.

The representatives of the allied nations are here today to pledge anew their co-operation in this gigantic task. Each will place his flag beside our own Old Glory and bring you personal greetings from his homeland.

The people of America, England, China, Russia, and the rest know that one day millions of men will return home to ask, "What have you done with what I left you?" The answer we must have ready is this, "We have preserved the right of opportunity for all!" This war is a struggle—a struggle for maintaining that form and substance of government whose goal is to elevate the condition of men—to lift ponderous weights from all shoulders; to clear the path of laudable pursuits; to afford an unfettered start." As Goethe has said: "For that which thy fathers have bequeathed to thee, earn it anew if thou wouldst possess it." The Flags for Freedom are a way to a renewed possession of peace.—*Delivered by a Student.*

#### DEDICATION OF FLAGS

##### UNION OF SOUTH AFRICA

I am here today as a representative of the Union of South Africa, a dominion of the British commonwealth of nations consisting of four provinces, namely, Cape of Good Hope, Natal, The Orange Free State, and the Transvaal. The area of my country is 471,917 square miles, about four times that of the English continent itself.

We produce many agricultural products and have vast amounts of mineral resources. Also our war industries are turning out weapons and material for our fighting allies. Our motor torpedo boats are helping to keep the shipping routes open around the Cape of Good Hope.

The works of our people are directed by the very capable Jan Christiaan Smuts, a truly great leader. It is with great pleasure that I place my flag among the other Flags for Freedom.

##### AUSTRALIA

I bring you greetings from Australia. Our population is seven million. Our country is about the size of the United States, but much of it is barren. We went to war on Germany September 3, 1939. We had no regular army, and only a few industries suitable for war. Our people were busy raising wheat, sheep, and cattle. Today our recently-built industries are turning out all types of munitions of war. Our soldiers have fought on nearly all battle fronts. American forces have made our land their military base in the Near East.

##### BELGIUM

I come to you to speak for my people in Belgium. Since May, 1940, my country has been occupied by the Nazis, and our king has been a prisoner of war. Although my country has been occupied by the Nazis, I do not represent a conquered people. Our Belgian cabinet, headed by

Hubert Pierlot, has left the country and is carrying on the fight from London. My country is slightly larger than your state of Maryland and is the most thickly populated country in Europe, with a population of eight and one-half million. The people of my country are extremely intelligent and industrious. Rich Belgian Congo in Africa is of great aid to our allied cause. We are helping our allies as much as possible through our effective underground movement. We are all inspired by the hope of ultimate deliverance.

##### BRAZIL

I bring you greetings from Brazil, the largest country in South America, even larger than your own United States and island possessions. My native country contains more unexplored territory than does any other country in the world. Our greatest asset lies in our production of coffee. We produce annually two-thirds of the total supply of the world. We have gold and diamond mines, but we don't have capital enough to develop them. We in Brazil have a Republican form of government somewhat like yours in the United States. I am proud to be here today and to place my flag with the other Flags for Freedom.

##### BRITAIN

Some Americans, when they think of a Britisher, imagine that if they were to meet him on the street he *might*, and very probably would, give a rather vigorous handshake and exclaim, "Ripping weather we're having, simply ripping"—or give a hearty slap on the back with "How are you, my jolly fellow?"

But, if you were to ask a German how he thinks of a Britisher, it would be quite a different story. The German knows that when he meets a Britisher on the battle field or on the production field he has met determined optimism plus material power, which he has to fight, and he knows British resources, with large areas of productive land owned by the British, can mean a great deal in bringing about German destruction and doom.

Today, all over the world, healthy, educated, the people of Britain are fighting this war, more united than ever under their patriotic leader, Winston Churchill.

The British are indeed simply ripping! They are ripping the Nazi swastika off the map by standing with the other United Nations.

##### CHINA

I come to you to speak for the people of China. My people are not a fierce people; we never have, and do not now, believe in war. When the first planes of Japan flew over our country in 1937, we thought they were birds. They were birds of death. Since that time we have learned much, much about fear and suffering and starvation, much about people, how they can be so animal-like in their lust for murder.

Of the 400 million of us who were living peaceful and happy before that day in 1937, half of us have died—not only soldiers on the field of battle but women, children, babies, and there

are many, many more of us who are homeless refugees.

But we have not given up—we will never surrender. We will fight beside you and the rest of the allies until the Japanese flag of the rising sun sinks into the sea, not just for a night—but forever!

#### CANADA

I have come today to speak for Canada. We are sending vital foodstuffs such as bacon, wheat, flour, and cheese to Great Britain. We are producing on a vast scale essential planes, ships, guns, and other war equipment.

Our great forests are of priceless advantage to us in supplying the allied cause with wood and wood products. Approximately one-half of my people's income is going for the war effort.

It is with great pride that I place the flag of my country, Canada, with the other allied Flags of Freedom.

#### COSTA RICA

I have come to tell you of my country, Costa Rica, located at the extreme southern tip of the American Republic between Nicaragua and Panama.

The population of my country in 1938 was estimated at 591,862.

The customs and language of my country are Spanish, and the Roman Catholic religion predominates.

Costa Rica is essentially an agricultural country. On the uplands, coffee of excellent quality is cultivated for export. We send 45 per cent of our export to you in the United States and 25 per cent to Great Britain.

Under the republican constitution of 1871, we elect our President for four years, and he is assisted by a legislative body also elected for four years, numbering one member for every 8,000 inhabitants.

Our chief military importance in addition to our exports is that we serve as air, land, and naval bases for the protection of the Panama Canal and for shipping in the Caribbean.

#### CUBA

The country whose flag I carry is Cuba, an island located off the tip of Florida. We export quantities of sugar for home and industrial use. We also produce fruits and vegetables. Our mineral resources are iron, copper, and manganese. Gold deposits and rich beds of asphalt may be developed in the future. Republican in form, our government is similar to that of the United States.

#### CZECHOSLOVAKIA

I represent Czechoslovakia, a country smaller than your state of Illinois.

September, 1938, marked the beginning of my nation's downfall. My country was divided, and within a few months it had been completely crushed by the Nazi war machines. My comrades who fled the Nazis are fighting with the United Nations. My people at home are engaged in sabotage. Our government in exile maintains its headquarters in London.

Before the war, ours was a manufacturing cen-

ter. We had one hundred and forty sugar factories and many other products. Our leading minerals are coal, lignite, salt and steel.

Before Hitler conquered us ours was a democratic republic, and as I place my flag by those of my comrades, I pledge again our determination to win anew our freedom.

#### DOMINICAN REPUBLIC

I represent Dominican Republic, a small country in the Caribbean region. Our population combined with that of Cuba and Haiti is 9,000,000. We are heavily fortified to help safeguard the Panama Canal and shipping in the Caribbean. We export many tropical products.

#### ETHIOPIA

I come to speak to you from my homeland, Ethiopia, a barren land larger than the combined territories of France and Germany, having a population of ten million people.

Agriculture is our chief support. From 1935 to 1942 our land was under Italian control, until the Allies conquered the Italians in Ethiopia and returned our Emperor Haile Selase to the throne.

We are helping the allied cause in every possible way and present our flag with gratitude.

#### EL SALVADOR

My country is a very small one, El Salvador. My naval, air, and land bases are for the protection of the Panama Canal, which is of importance to our allied cause. We are furnishing many tropical products and increasing amounts of rubber. Our dense population is composed of Indians, Negroes, and Spaniards. The majority of my people are illiterate, but education and democracy are spreading. Most of the leaders of my country are Spaniards.

#### FREE FRANCE

On September 3, 1939, my country, without fear and without enthusiasm, entered into a war we did not want.

The year 1940 opened with my Frenchmen waiting for a victory behind the Maginot Line. Six months later my country collapsed in the most shattering military defeat in modern times. By November, the promise of America's lend-lease aid, was hailed as the preliminary in the coming of the recognition of De Gaulle's National Council—the legitimate government of Free France.

For two years, I sat around tables plotting with socialists, Communists, extreme rightists, extreme leftists, priests, employers, workers, and friends together with one aim—France's liberation.

We know what is hunger, humiliation, and the fear of air raids. Life in all France, and especially in the south, is hard and ugly. But we French, and especially we French of Paris, still have the some old genius for softening the hardness and hiding the ugliness.

We will fight to the last man to restore France as it was before.

#### GREECE

I have come many miles from my native coun-

try, Greece, to be with you on this day.

We haven't much to offer you since we were starving last year. We are an agricultural country. We raised wheat, currants, tobacco and olives.

We are in the easternmost of the southern peninsula of Europe. We were once a great country of the world. Our art and our government were highly developed. When most people think of us they think not of our present day Greece but of our ancient Greece, with our beautiful buildings, our inspired poets and sculptors.

I am proud and so are my people that I am able to be here with the other Allied Nations.

#### GUATEMALA

I represent one of the Central American Republics, Guatemala. My country contains about 48,290 square miles and has a population of 2,400,000. Our chief military importance is the use as air, naval, and land bases for the protection of the Panama Canal and shipping in the Caribbean. My country's chief products are timber, sisal hemp for rope making, increasing quantities of rubber, bananas, coffee and sugar. The majority of my people are illiterate, but education and democracy are spreading.

#### HAITI

Since 1492, when Columbus landed upon our shores, the island of Haiti has passed through violent and peaceful enterprise, backwardness and progress. It is located in the torrid zone between Cuba and Porto Rico.

The country is mountainous and is clothed with pine and oak and the island is rich in mahogany, satinwood, sorewood, and other valuable timbers. We produce cotton, rice, maize, cocoa, ginger, arrowroot, tobacco and numerous tropical fruits. Our minerals are numerous but the mines are now idle.

Our fifteen ports, most of which are open to foreign commerce, are of great importance to the war effort.

#### HONDURAS

I represent Honduras, the third largest central American country.

Honduras is about the size of Pennsylvania, with a population of 1,000,000, mainly Spanish, Indians and Negroes.

My country's chief military importance is opportunity to serve as a naval, air, and land base for the protection of the Panama Canal and for shipping in the Caribbean.

About 30 per cent of all the United Fruits Company's banana lands are in Honduras. We also provide the United Nations with other tropical products such as sugar, coffee, and increasing quantities of rubber.

The majority of my people are illiterate, but I have faith that this Flag for Freedom will win education and a democratic government for my people in the future.

#### INDIA

India's contribution to the Allied War Effort is great in itself. Because of its crude backward methods of metal manufacturing, it has turned

the most of its population to agriculture as their chief resource. Cotton, silk, as well as silver, zinc, and iron, and many other important materials are being received in this country and in the countries of our allies.

A great railway system is to be seen spread out all over the most of India. It is far-reaching and unsurpassed by any in all Asia. India has had since the beginning a vital place in the world's commerce and trade.

#### MEXICO

I, Maria Lopez, have come from Mexico, the horn-shaped country connecting North and Central America.

My country is about one-fourth the size of the United States.

By the terms of the Constitution of 1917, Mexico is a republic. Our country is made up of twenty-eight states bound together by a federal government, consisting of three branches—the executive, the legislative, and the judicial. We elect our President for six years, and he cannot succeed himself. The legislative branch consists of two houses, the Senate and a Chamber of Deputies.

We furnish large supplies of oil and essential minerals for ourselves and the United States. We help track down Axis submarines in the Caribbean and Gulf of Mexico. At the present time we are building vital war bases.

#### LUXEMBOURG

My country is Luxembourg. My land is only four-fifths the size of your smallest state, Rhode Island. Although we are small, we manufacture many things such as leather, gloves, and pottery.

Even though our government is headed by the Grand Duchess, now in London, we are extremely democratic.

#### NETHERLANDS

I am here to speak for another of the smallest countries in the world, the Netherlands. Although we are under Nazi rule, we are neither broken nor silent. Our location, on the north-western coast of Europe, has given us an opportunity to help fight against the Germans. Thus the Dutch, through an excellent underground secret service, have helped many soldiers return safely to England, later to fight again.

#### NEW ZEALAND

This flag which you see here stands for New Zealand. My country is a mountain covered land of the South Seas, more than five thousand miles from any other land except for small islands and the ice wastes of the Antarctic Continent.

I am proud of my country, of its people, cities, schools, and industries. Our harbors are some of the busiest in the world, as well as some of the loveliest. We have picturesque landscapes which can be seen through any of our open doors and windows. All in all, my country is one of the most beautiful in the entire world.

I want to say at this time that my people are willing to work, give, and sacrifice, even their lives if necessary, to keep our country as it is.

We are a proud people; our country means much to us. Therefore, we will join with you, the Allied Nations, and fight, "till death or victory" to help restore peace to all of the peace-loving nations.

#### NICARAGUA

I am here today to speak for my people in Nicaragua. We are a strong people, but we realize that the Allies cannot have a victory without sacrificing for one another and contributing to the help of one another.

Our chief exports are bananas, sugar, rubber, coffee, gold, and fine wood. We rank second in mineral wealth in Central America.

We are producing more of these necessities now than ever before, in hope that we can help shorten the time until victory is ours.

#### NORWAY

Norwegians are a race of sailors. Although their natural resources are comparatively small, they are essential in transporting fruit and other supplies between the United States and Latin America.

The Navy of Norway is valued and honored as the third largest in the world and will be important in Allied victory.

#### PANAMA

I'm from Panama, the youngest Republic on the Isthmus of Panama. My country has played an interesting part in the world's history because of the location of the Panama Canal. My native land cultivates bananas which are our chief export. We also have valuable pearl fisheries along the coast. We are glad that we may be called an allied nation, and we will do everything within our power to win this war.

#### PHILIPPINES

I represent the Philippines. I have come here today to give to you, the Allied Nations, the most precious thing, my country's flag—but that is not all I am giving you. I give you the spirit of the brave and courageous people of my country, who, although at the hands of a merciless aggressor, are willing to fight and die, to aid you, our great allies, who will in the future give us back the freedom we once knew.

#### POLAND

I have come to speak for Poland. The population of our country is thirty-five million. In peace time, forestry and agriculture are our major resources.

Although we are under Nazi rule at the present time, we still have an underground form of government. This is how effective this government is: In the month of June we killed eight hundred Germans, executed seven Nazi officials, wrecked seventeen trains, eight of which were carrying troops, the remaining nine carrying food-stuffs.

Poland has lost five million people by murder, disease, and starvation. That is nearly one-seventh of our entire population. This has not weakened us; it has only strengthened our will to be free.

Hanging over us at all times is the danger of being caught and questioned. Not to know any-

thing, not to be able to tell anything, is Poland's one safety. We are willing to give our lives rather than give out information leading to the destruction of others.

Through the help of our Allies we cannot and will not stay conquered.

#### RUSSIA

Since the Russians entered the war, and especially since the Russian offensive has begun, the people of the world have realized that the outstanding quality of Russia has been the spirit of the Russian people.

In the book, "Mother Russia," the author gives us a stirring example of that spirit when he tells us of a young boy named Shura. It seems when Shura was just a boy of about eight or nine years he loved hunting with his father in a wood near his home. By the time the Russians entered the war, he had become an excellent marksman and went immediately to enlist. But he was too young. He then offered his services to a detachment of Russian guerillas and almost immediately became their foremost scout—going time after time into German-held territory and bringing back invaluable news and reports. His senses were keen and he was quiet and light in his actions. After weeks of life full of excitement, exposure to cold and hard work, he became ill and needed medical care. He went back to his village in disguise, for the Germans now held it. His relatives and friends sheltered and helped him the best they could, but one day the Germans marched in and arrested him. Seeing that he was just young and sick, they supposed it would be a fairly easy task to get him to talk about his detachment—tell them how many supplies they had and what their plans were. But Shura remained stubborn and uncommunicative to the end, true to the oath and code of Russians everywhere.

That is the spirit that is symbolized in our flag—and for that we are proud.

#### YUGOSLAVIA

I come to you as a representative of Yugoslavia. My country is not large, and it is old, but my people are strong; we can endure and in the end overpower all things that oppress us.

You may believe that we are a conquered nation—conquered because the Nazis have in their possession a piece of paper on which is written "The government of Yugoslavia surrenders to you." It is not words written on paper that make a people or a country conquered. Defeat comes only when each individual says to himself, "My country has been over-powered, I can do nothing." My people have not said this; they have instead shouted for the world to hear, "We are not a conquered people, we will live and fight and suffer and die that our country may once again rise!"

It is because we have said this that I am privileged to bring this flag to place with the rest. It signifies that we are fighting beside you and the rest of the allies to hasten the day when all the flags of the world will be Flags of Freedom.

Editor's note: See photograph on front cover.

# Our "Circuit Court"

MARGARET G. ALTHOUSE  
Fairview School  
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THE REASON Jimmy causes so much trouble is because he *wants* to come to court. Many of the kids want to know what it's like, and they figure getting arrested is the only way to get here," explained a student council member after several monitors had registered complaints.

This led our student council, which is composed of 6th, 7th, and 8th grade youngsters, to establish a visitor's section in our council room. The children signify their desire to visit to their homeroom representative. He hands the name to the council secretary, who gives him the date when his classmate may come. On the day designated, the homeroom representative introduces the visitor to the president of the student council. Immediately after the president calls the meeting to order he says, "I would like everyone to meet our visitor for today." He has them to stand, introduces them, and makes some remark to make them feel at ease. The visitors' reactions are asked for in their respective homerooms when the report of the student council meeting is given later in the day. Teachers say that the following remarks are typical:

"I was surprised. I didn't know they did things that way. It doesn't take them a long time to decide something."

"They make you feel important even if you are a sixth grader. I didn't realize the council had so much business to do."

"I got some ideas that I think we could try in our homeroom meetings."

"The way the judge handles things reminded me of the movies or that trial program on the radio."

Many times, however, pupils visited a council meeting on a date when there were no court cases. It was the "mystery" of the court which continued to present problems like Jimmy's.

After discussion in council, calling upon the homerooms for suggestions, and finally placing the problems in the hands of a committee the following plan evolved: Instead of having the offender come to court, the court goes to him in his homeroom. The case is tried before his classmates and homeroom sponsor. The judge, the council secretary, the monitor who made the charge, and the council adviser are the only outsiders. If the offender admits his guilt, his classmates recommend punishment. The judge passes sentence after he has asked for the approval of recommendation from the homeroom sponsor and the student council adviser. If the accused denies the charges or some other obstacle arises, the judge appoints a committee (usually three classmates) who retire from the room and return with a decision. The homeroom group is given the chance to accept or

reject it, and procedure follows according to the group's reaction.

This plan has been in practice for two years. The record shows:

TERM	NUMBER OF COURT CASES
1939-1940	18
1940-1941 (New plan begun)	13
1941-1942	7

## A Roman Wedding

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IN A wartime situation, when a premium is placed upon immediate goals and the values which accrue from remote goals are ignored or completely forgotten, the high school pupil is likely to say to himself, "Why should I study the traditional subjects? Why should I study a "dead" language like Latin? The Romans lived hundreds of years ago. We don't have anything in common with them."

But the student is wrong. Rome did have almost everything in common with us. Surely she, as mistress of the world, knew of wars, of their economies and deprivations. Her trying situations and her customs, too, were not so different from ours, and they should be placed before the students for intellectual consumption, inspiration, and true appreciation. There is no better organ for presenting such material than the high school assembly.

For example, a high school Latin class, or club, could well write a script about a Roman wedding engendering the survival of its peculiarities in our present-day wedding ceremonies. There need be no elaborate scenery. Two stage settings at best would suffice. A narrator or inquisitive younger sister could be inculcated into the play as a means of explaining all Latinisms which the layman could not understand.

The play could follow the young Roman girl from her "sponsalia" (betrothal ceremony) on through her wedding day. Special stress should be placed upon the wearing of the wedding ring on the third finger of the left hand. The Romans believed that this finger contained a vein which ran directly to the heart. The practice of having a matron of honor give the bride away, the carrying of the bride over the threshold, being either indicative of the ancient marriage by capture or a safeguard against evil omens, and the simple ceremonial words, "When and where you are Gaius, and then and there I am Gaia," should be paralleled to our similar customs.

The bride may be shown dressing for her wedding on the day after she has sacrificed her "bulla" and "toga praetexta" to her father's "Lares." The Roman mother dressed the bride in a "tunica recta," a flame-colored veil, and saffron-colored shoes. She parted her daughter's

(Continued on page 214)

# School Radio Program

**J**UST at what age does a child begin to take an interest in radio? From the cradle stage when lullaby music soothes him, to the creeping age when he can reach the dials and turn on wondrous loud sounds and so on, until he reaches the age when he knows what he wants. What age is that? I would say about five or six. The greatest compliment I ever received was from a youngster of six. When I asked him to listen to one of my programs, he answered shyly. "All right . . . I'll skip 'Superman' tonight." And what youngster doesn't know "Hi-Ho Sil-ver!" The radio is unreal reality to the small fry, for they live in a world of fantasy. In their little minds everything is possible. Isn't that as it should be. After all, the dreams of some youngster of one generation become the reality of a later generation. The adult world should be mindful of this when arranging children programs.

## HAVE YOU A STORY HOUR ON YOUR STATION?

If not, here is your chance to tie up your school reading projects directly with a radio program. You may invite someone from the program staff of your local radio station to visit your various schools at reading time, and with their knowledge of radio shows and with your needs, they can work out a worthwhile and educational idea.

## ONCE UPON A TIME STORIES

When I was a youngster and was choosing books in the library, I wouldn't think of lugging a book home unless it started with "Once upon a time." As for pictures, I liked castles in the clouds, a beautiful princess and a handsome prince. Boys like Indians and cowboys. So radio programs should have a little of each. And even adults will enjoy the sound of a pleasant, low soothing voice beginning, "Once upon a time . . . there lived a beautiful princess in a castle . . . high up in the clouds . . . but she was a very unhappy princess . . . and then one day . . ."

## CHILDREN'S UNIVERSAL LOVE OF ANIMALS

Generation after generation never tire of hearing "There were three bears, a big papa bear, a mother bear, and a tiny baby bear" or about the "Little Red Hen" or foolish "Chicken-Little," who thought the world was coming to an end. Children who stumble over these stories in school and often lose the trend of the plot because of their poor reading would be thrilled if they could hear the stories they read during the week in school dramatized on Friday evenings over the air.

## CHILDREN LOVE COMEDY

Children have their own sense of comedy. They like funny sound effects. Mother Goose Rhymes read in comedy style—for instance, with "Hickory, Dickory, Dock, the Mouse ran up the clock. The clock struck one, and the mouse ran

## SOPHIE MILLER

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down," can be worked in chimes, sounds of fast patter of running feet. To make it slightly longer, the personality of the little grey mouse may be described. Who was so afraid, yet so curious, to see what the clock was all about? Thus work on the children's imagination, read the poem, and then say, "Ooh . . . there she goes . . . the poor little frightened mouse."

"Hey, Diddle, Diddle, the cat and the fiddle" can have various sounds of cat meowing, dog barking, cow mooing and fiddle playing and clanging of the dish and spoon, with explanations of each sound.

## GIVE YOUNGSTERS EXCITEMENT AND SUSPENSE

In movies, you notice the children shout with glee when they watch "chase" pictures—someone chasing someone. They like a fast moving plot, less philosophy and more excitement. Yet children are very sympathetic and will take sides with the good characters and despise the villain. So the reader on the air must show plenty of enthusiasm, dramatic tenseness. A dead pan voice, no matter how correct and precise the English, will never hold a young audience. "Aesop's Fables," practically as old as time can be used on school radio programs from time to time, but they must be read well for children, not for adults.

## SHOULD THE SCHOOL APPROACH RADIO STATIONS?

Why not? Radio program directors are always happy to put on programs that reach various classes and types of listeners and are always open to new ideas and suggestions from their public. What to you may be only a vague idea, to the Program Department becomes a production.

The Program Director can immediately visualize just how he can handle an idea, what sort of guests he can invite, how he can tie up with the largest number of listeners, and how the sound effects can be arranged. If there is a possibility of having a remote program—that is, taken directly from the school—the cost will have to be considered. If the high school assembly can have an audience of 1,000, and the show dramatized with a dozen or so students, it may be worthwhile all around. The radio station can give you all the conditions and rates for such a program.

## COMMERCIAL OR SUSTAINING PROGRAM

For a sustaining program, the radio station gives you time on the air, and you put on a show. Such a show can be conducted by your own teachers and pupils. It might even be a weekly affair, Friday evening at 6:45 for fifteen minutes.

You would need about six pages of double-spaced typewritten script. The program could be called "Story Hour", "Story Lady", "Once Upon a Time" or any appropriate name you desire to cover all your programs. In that way the program would be conducted entirely under your supervision.

A commercial program would have a sponsor to pay the station for the time, and he would in a way control the program. Food products, children's furniture, or kiddie shops would be interested in this type of show, and may even give prizes or gifts to boys and girls to tie up with some merchandising ideas. Sponsors, as a rule, are all too willing to co-operate with local schools. In fact, some of them are looking for just that type of program. So the Commercial Manager and Program Director would no doubt be willing to tie up a program with the wants and needs of an entire school system.

#### DO YOU STUDY LOCAL HISTORY IN YOUR SCHOOLS?

If you don't, you should, and the radio programs could have as guests local historians to tell about the early settlers, and Indians, which you could follow through in your school work. Each school could have a dramatized skit built around local history, in chronological sequence. In every way possible it should bring in any famous historical characters who had any bearings on your local history. Don't expect each program to be a sensation, but do not make it so educational that it is heavy and dull. Act and talk as people really do, or did in those times. It will be fun, for radio is a fascinating business.

## Selecting Publication Staffs

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**S**UPERIOR student publications are the products of superior staffs. Any group of student journalists can publish a mediocre newspaper or ordinary yearbook. Outstanding success is achieved only when staff members are selected carefully and trained thoroughly.

Unquestionably staff membership is an honor and a privilege. In many schools this is an established tradition. In others, however, anyone may join the staff if he feels like it and do only as much or as little work as he pleases. In such schools staff membership means little if anything.

Obviously, since the publication represents the whole school, the staff should not be limited to a single group or class. That is, there should be a more or less even distribution of boys and girls. Moreover, freshmen and sophomores as well as juniors and seniors should have a chance to do the work of which they are capable.

Once eligibility policies are determined, the staff should try to attract "good material." It

should impress upon students the vital service rendered by the scholastic press. It should stress the opportunities on student publications, not overlooking even the fun that comes with the responsibility.

Students who want to work on student publications should understand that they just can't come in and join. Instead they should expect to take some of the same steps that might be involved in getting a job in a store or factory. Nor should they assume that once they are on the staff they will always be on it.

Some publications require each prospective staff member to write an application letter. Herein he may outline his training and experience and refer to students or teachers who will recommend him. This gives him a chance to show his writing ability, and it may cause him to take stock of his abilities and attitudes.

Another device that may be used is the questionnaire. This duplicated form should provide space for answers to whatever questions the staff may wish to ask. These will vary from school to school, for requirements may differ.

Naturally, the staff may wish to know whether the student has worked on student publications in other schools or in a church or outside organization. It will want to know if the student knows anything about photography. Those who have experience can submit stories, snapshots, and other material to prove it.

Applicants may be interviewed by the editors, managers, and sponsors. This will give the staff representative a chance to "size up" the prospect. While the applicant may not have the poise of a veteran, still such a meeting gives him a chance to ask a few questions, too.

If the applicant passes the preliminary hurdles, he then may be given a try-out. Some staffs wisely will provide a coaching system which will acquaint the beginner with staff policies, style, and other matters. If the new member does well enough during the "trial runs," he may be admitted to the staff.

However, before the new member is "inducted," he should be expected to accept the rules and policy as established by tradition or enunciated in a staff manual. While he may sign no written contract, he should agree to take the assignments he is given, meet the deadlines that are set, and in all ways be loyal to the staff and school.

Once a student is on a publication staff, he should remain only so long as he meets the staff's requirements. If he loses interest in his job or concentrates on other activities, then he should be dropped. The editors and managers should see that the staff at all times is composed only of loyal and hard-working students.

If publication staffs select their members carefully, they give themselves a good chance to succeed. The staff has the power to train the new members, promote them, recognize them, for the publication owes something to them as well as they to it. So vital is the service of the scholastic press that it merits the support of all—and the best staff it can get together.

# Spirit of '44 --February Party--

THESE are the times when individuals young and old, everywhere, need to play, to laugh, to have some fun. And so what better than relaxation with a Spirit of '44 Party which marches along under the same banner with the Spirit of '76 in the month that brings to mind the spirit of some of our nation's greatest patriots?

A red, white and blue poster of original patriotic design announces the event, and red, white and blue invitations urge prospective guests to dress representing the spirit of some historical or currently famous character such as Columbus, Washington, Ford, Boone, Pocahontas, Chamberlin, Clara Barton, Penn, Betsy Ross, Queen Mary, etc.

To represent the "spirit" of a character, a complete costume is not necessary. Guests need to wear or carry only a symbol indicating the character. Of course, Betsy Ross carries a flag in the making; Columbus arrives with three small boats in tow; Pocahontas wears a feather; and lively imaginations provide fun by producing the unexpected and the humorous.

Decorations, if there are any, also carry out the spirit of '44—as well as that of '76, with red, white and blue—as much or as little as the planning committee cares to provide. For the "spirit" of the party, only a small flag is necessary. A planning committee of three or five members should be appointed to see that all preparations are made in advance, so that the party itself can proceed smoothly.

Each "spirit" refuses to divulge his identity, even though other guests may to guess it. When all have assembled, each person takes his turn at appearing before the others in a brief pantomime sketch, acting out the historical event with which his assumed name is commonly linked. Gold Discovery, Discovery of the Mississippi, Washington Crossing the Delaware—all lend themselves well to pantomime. Again lively imaginations will contrive to produce unique and original episodes.

The committee should plan to have three guests representing the "Spirit of '76," and three more representing the "Spirit of '44." A Boy Scout, a Girl Scout, and a Red Cross worker might be the symbol of the latter.

As characters enact their events, the audience identifies them and at the conclusion determines by popular vote the cleverest "spirit."

For ALLIES—SPIRIT OF '44—hang a large red, white and blue braided paper ring in the center of a doorway. The ring may be a heart-shaped wire covered with red, white and blue paper if you prefer. Through it stretch long strips of red and blue crepe paper—half as many strips as there are players. Half the players stand on either side of the ring. Each player takes one end of a strip, untangles it, and follows it through the heart on to the other end where he meets his partner, or ALLY.

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And now, all persons holding a blue strip line up on one side of the room, and all holding a red strip stand opposite, preparatory to fighting the ENEMY—SPIRIT OF '44. This game takes the form of a quiz in which questions are hurled first at one side and then at the other. Each correctly answered question scores 10 for the side whose contestant answers it. Sides may want to select a team of three persons each to represent them in this battle with the ENEMY. The planning committee should decide in advance how this is to be managed. Since this is primarily a patriotic party, the answer to each question contains the name of a color—red, white or blue. Ready? Let's go!

1. If to a beverage you add a color, what kind of step do you get? T-read.
2. If to an energetic insect you add a color, what baked dough do you get? B-read.
3. If from a color you take the end of a trail, what scare cry do you get? B (1)-oo. (The color is blue. The end of a trail is L. Take it away and you have Bue, or Boo.)
4. To what color do you add "uce" to get less? Red-uce.
5. What kind of commotion do you get by taking E from a color and adding a big ster? Blu-ster.
6. What pen action do you get by beheading a color and adding the beginning of wrong? Wh-ite . . . Wr-ite.
7. What kind of bed covering do you get by adding a color to half a spot? Sp-read.
8. What kind of false front do you get by taking E from a color and adding the end of a cuff. Blu-ff.
9. What question do you get by subtracting two fifths of a color from itself? Why-te.
10. What color do you add to a third of a sacrifice to get something holy? Sac-red.
11. To what color do you add the beginning of you to be prepared? Read-y.
12. What flower do you get by adding the first of May to a color? Bloom.
13. What great fear do you get when you add a color to the beginning of doughnut?—D-read.
14. What color do you add to the sixth letter of the alphabet to get the name of a boy? F-red.
15. What color do you add to two-fifths of a share to get a very small part? Sh-red.

A change of pace comes with SHARPSHOOTING—SPIRIT OF '44 in which players form two lines, those holding red strips in one line, and

those holding blue in the other. At one end of the room are three small cardboard boxes—one red, one white, and one blue. Three balls go to the leaders of either side, and each player has three chances to throw the balls into the boxes. A safe hit inside box 1 counts 100; in box 2 counts 75; and in box 3, 50. Side with high score wins.

The MARCHING SPIRIT OF '44 uses two long paper strips on the floor. Players form two lines. Each leader is blindfolded, turned around three times, and then asked to walk the strip. Each step he is able to take on the strip in walking to what he thinks is the end and back counts 1 for his side. Each player takes a turn. The side with high score wins.

RED, WHITE AND BLUE SPIRIT of '44 is played with guests sitting in a circle. The person who is it, stands in the center and, pointing to a player, shouts "Red!" Before "it" counts to ten the person pointed to must name some object which is naturally red, such as strawberry. If he fails to respond, he is it. In the same way, "it" may shout "White!" or "Blue." And players pointed to must respond with a white or a blue object. Or it may reverse the procedure and name an object which the player must identify as red, white, or blue.

SPEECHES—SPIRIT OF '44 requires paper pencil for each person. Then players are each asked to name ten patriotic words at random. Each accepted word is written down in the order given: liberty, freedom, justice, independence, blue, white, red, America." Allow three minutes for each person to write a patriotic speech, and call on each in turn to deliver that speech in his best dramatic manner.

SPIRIT OF '44 FOOD should be red, white, and blue in color; blueberry muffins, red lemonade, white ice cream; cherry pie, white bread, currant jelly, and cake.

## An Activities Committee

J. ANDREW SIMMONS

Principal, Booker T. Washington High School  
Columbia, South Carolina

A WIDE variety of activities and the inclusion of pupils and teachers in the planning and management is a part of the democratic approach in the Booker T. Washington High School. In keeping with that policy, the last four years have seen the evolution of a plan to change a long established "athletic committee" to an "activities committee." A new scope—to include and coordinate all the activities of the school—was set forward. After two years, this seemingly desirable change proved ineffective in two major ways. First, there were no pupils on the committee—for there was *student government*, and this was a faculty committee; second, the majority of the committee, as it was established, had so long served athletics that little more than caring for that area was accomplished despite the new garb of scope and coordination.

A later general recognition making an attempt at a more democratic school through faculty and *student participation*, as opposed to government, has reached the activities program. Students and teachers comprise the personnel of committees that care for activities such as assembly, clubs, homeroom, parties and entertainment, class organizations, physical education and athletics, hospitality, and school bus operation. In each of these separate areas, teachers and pupils working together handle the specific problems of these areas. In addition, they send to a school-wide committee on activities representatives—pupils and teachers—who do the planning for all the activities in the broad area. The personnel of this group, in addition to the representatives, includes the school activities treasurer and the director of activities.

The committee thus established is a clearing house for all the activities of the school. The faculty representatives keep the faculty informed through their general meetings, and the pupils through the school council disseminate information to, and get opinions from, the thirty homerooms represented therein. Besides the clearing-house function, the committee serves as a ways-and-means body in the financing of activities. They determine those activities that will charge admissions and those that will be free, activities that will be self-supporting and those that will be subsidized from general funds raised by the committee. The general fund has been accumulated through not less than one or more than three major efforts during the academic year. Popularity contests, talent nights, and school-day activity-hour mixers have been among the recent offerings of the group. A complete school banking system facilitates the distribution, transfer, and record keeping related to these funds. Finally, the committee has the task of assigning responsibilities and arranging all of the details incident to any and all activities.

The forward look of the committee may be drawn in part from their recommendations at the conclusion of their annual report. To mention a few, they recommend:

That the committee sponsor one major activity and a periodic activity-hour mixer; that the *Comet*, school newspaper, would consider publishing six instead of nine editions and that it devise means to carry on increasing share of its financial burden; that there be fewer clubs and that they be developed more definitely in terms of pupil interests and carry-over values.

In the second week of school the reorganized committee was at work on these problems and had added, as secondary schools the nation over, inter-scholastic athletics in general and football in particular in relation to present transportation problems.

This committee functions in the smaller sense as an agency of school-wide activities. In addition, however, and more important, it provides opportunities for the development of desirable pupil-teacher relationships and experience in thoroughly democratic procedure.

# Athletics for All

**M**UCH has been said and written in recent years about the extension of high school and college athletics so that all the students participate. Some of it has been the result of wishful thinking, while in many cases schools have gone a long way in bringing theory and practice together in this aspect of the athletic program. The value of athletics for the great majority of high school students cannot be questioned, and the problem seems to be that of providing opportunities for all. The interscholastic program which usually represents the top of the pyramid for the athletics of the whole school is colorful and popular, both with students and with the public. Granting that the interscholastic program has to be somewhat selective, there is still opportunity to extend it to large numbers and then supplement it with a variety of activities, so that every student finds an athletic activity suited to his ability and interest, one in which he can participate.

The few critics of the interscholastic program have usually fallen back on the argument that it reaches only a small number of boys. They take occasion to point out a small selected squad of boys with one or more "highly paid" coaches and a lot of newspaper publicity. Let us examine the situation in the high school. In Michigan, for example, there are about 725 high schools. Approximately 8 per cent of the schools have an enrollment of 800 or more; 12 per cent, 325-799; 40 per cent, 125-324; and 40 per cent less than 125. In the few large schools a small proportion of the boys actually participate in varsity squads, but in the cases of 60 per cent of the schools, the squads represent 25 per cent to 75 per cent of all the boys in school. This doesn't take into consideration the countless number of boys who, in sand lots, back yards, barns, and club buildings, and, with the love for competitive games, practice and play in anticipation of later being on a high school team, or because they are inspired to play because of the high school athletic program. The fact that every student in high school cannot play on the first team or win the school's athletic letter is hardly an indictment of all athletics. In adult life we do not all belong to the Service Cub, the City Bowling Team, the Lodge, the Country Club, or even the coveted societies based on achievement or otherwise. But perhaps we are getting into rather deep philosophical waters, depending upon one's political or economic views, and should turn again to athletics.

The above figures and statements do not excuse us, however, from continued efforts to extend our program so that it includes all the boys and girls who are able to participate in active games. An effective intramural program—together with large squads of so-called varsity athletics, supplemented by class teams, club teams, and community athletic programs—will go a long way in providing every red-blooded

**JULIAN W. SMITH**

*Director of Athletics  
Michigan High School Athletic Association  
Lansing, Michigan*

boy and girl with an active sports program which is part and parcel of the total educational pattern. The schools have long demonstrated that athletics are a part of a good educational program, and the war has brought to light many of the real values of athletics. Almost, without exception, all the publications and statements from those in our armed forces who are in charge of the training divisions, have stressed the value of athletics as a part of a physical fitness program. Wherever there has been a weakness in the school's athletic program, it is time to seek the remedy—and a wide range of physical activities suited to the needs and abilities of the students will be the answer.

Another argument that has been used against interscholastic athletics is that the most of the participants are spectators. True it is—on the day of the great game, whether it be the weekly football contest, the league championship, or a thriller in the basketball tournament—more watch than play. However, most of the student audience have their own favorite athletic activity in which there is participation. There may be no great crowds to watch the majority participate, but certainly that does not depreciate the value to the individual. There is something rather fine about the golfer, the bowler, the swimmer, the runner, the ski jumper, and many others watching the football player, for example. In fact, there is much to be said for the mental and physical values in spectatorship, but that is another story.

Competitive athletics do not call for defenders—their value and place in the curriculum of the school will not be on trial as long as we have red-blooded American youth with a love for "hard hitting" fair play. Athletic games are based on democratic principles—they are a part of our democracy. They have been weighed now on the scales of War and Peace—and not found wanting. But we can do a better job, and when we build, rather than destroy, there is hope for a brighter future—a stronger and healthier generation. So, let there continue to be active and happy youth while they are becoming strong and physically fit—whether it be in shooting baskets through barrel hoops in the back yards, taking conditioning exercises in the school gymnasium or athletic fields, or playing on one of the high school teams.

In America it is noticeable that athletics means competitive athletics. The values of athletics and the values of competition are not easily separated. Our problem is to reach everyone with athletics with maximum values.

# Negative Rebuttal Plans

**RESOLVED:** That the United States should join in reconstituting the League of Nations.

Preparation of the high school debater for the debate season is usually divided into two parts. The first is the initial reading and planning that eventually results in the writing of the constructive speech. When this is completed, a milestone is passed, and all too often the debater feels that he has completed his preparation. He has the idea that all has been done that is possible in the pre-contest preparation. Nothing could be farther from the actual facts.

In most cases, the debater has completed a thorough job of preparing his constructive arguments. Just why most debaters feel some inadequacy when it comes to preparing for the rebuttal speech can best be explained by our fear of the unknown. Since the contents of the rebuttal speech is a great unknown to the debater, he has the idea that he cannot prepare adequately for it.

While it is true that every rebuttal speech should be a new creation delivered to meet the special arguments of opponents in the particular debate, it is also true that every rebuttal speech has elements that are constant in most contests. For example, it is possible for a debater to select from five to ten important arguments that will be presented by every affirmative team. Since it is certain that these arguments will be presented in some form in practically every debate, the negative debater should be prepared to meet and defeat these arguments.

## PREPARATION VS. "CANNED REBUTTALS"

There is an age old argument among debaters and coaches regarding the effectiveness of various types of rebuttals. Most coaches and debaters will agree that the "canned rebuttal," in which the debater merely learns an argument and delivers it in parrot-like fashion, is not the most effective type of delivery. It is at this point, however, that mistakes are often made. Some debaters confuse that type of rebuttal with preparation for rebuttal speeches. The two terms are not synonymous. The "canned rebuttal" is usually ineffective, but there is no substitute for careful preparation for the rebuttal speech.

Careful preparation of the rebuttal arguments to be used in a debate is just as important to the debater's final success as is his study and initial writing of the constructive speech. While every detail of the rebuttal speech cannot be prepared for in advance, as is the case in the constructive speech, many arguments of opponents can be anticipated and careful preparation can be made to meet and refute them. A few of the rules that should be followed in preparing for the rebuttal speech will be listed below:

1. Make a list of the five or ten major arguments that you feel certain will be a part of any affirmative case that will be presented by

**HAROLD E. GIBSON**

*Coach of Debate  
MacMurray College for Women  
Jacksonville, Illinois*

your opponents.

2. Make an outline of the way you would attack each individual point. This outline should not be too long, usually containing no more than four points.
3. After making the outline, write out your argument as it will be presented. Care should be taken to see to it that these arguments are as brief and effective as possible. Remember that time is a very important item in the rebuttal speech, and it should not be wasted by making arguments too lengthy.
4. Take the time necessary to practice the delivery of your rebuttal arguments after they have been outlined and written out. Practice an effective introduction, to make certain that your argument will clash directly with that of your opponent. Practice should also include the presentation of a conclusion that will give a hasty summarization of the way in which you have attacked your opponents' arguments.

The advantages of preparing adequately to meet from five to ten of your opponents' strongest arguments should be apparent. First, it will give you an initial advantage over your unprepared opponent, since a major portion of your preparation for the rebuttal speech has been completed in advance. This will give the prepared debater the time that is necessary to arrange his entire rebuttal speech to meet the arguments of his opponent.

Too much stress cannot be given to the importance of following the daily press reports in newspapers telling of the development of both the war and of international affairs. Any radical changes in the fortunes of the war will almost immediately be reflected in the public opinion of our people. The negative debater who wishes to prepare for his rebuttal speech should have a clear conception of public opinion at any time throughout the season.

Changes in the feeling of the American public are reflected rather accurately by public opinion polls such as the American Institute of Public Opinion and the Fortune Magazine Poll. These authoritative and extremely accurate surveys may be cited as evidence by a debater in his rebuttal speech.

## WEAKNESSES IN THE AFFIRMATIVE CASE

The first step in planning the negative rebuttal speech is to determine some of the points of the weaknesses of the opponents. Once these weaknesses have been pointed out, every effort should

be made to prepare an effective argument against them. Some points of weakness in the affirmative case are:

Although American public opinion seems to favor some form of world co-operation, it is not crystalized upon any one type of world government. The affirmative may be able to point out different polls of public opinion that have been taken throughout the country indicating American interest in the participation of a post-war federal world government, but they will be unable to show an overwhelming public opinion in favor of a reconstituted League of Nations. This diversity of plans as it exists in the minds of the American public today is one of the weaknesses of the affirmative. It really means that the American public is ready to accept some form of world government, but there is no unanimity of opinion as to what this government should actually be.

American civil rights as they are guaranteed by our constitution are too valuable a possession for our public to sacrifice them to any form of world government. While American people may look with amazement at the great developments in a country like Russia in the last twenty-five years, or to the industrial efficiency of Fascist nations like Germany and Italy, they still know that in these countries civil rights have been denied the people. Americans are practically unanimous in the feeling that civil rights are so important that they do not wish to run the risk of losing these rights by joining in any world organization that might cause us to lose the ideal of personal liberty. This should be one of the strongest arguments the negative can use against the affirmative proposal.

If the United States should join in the reorganization of a League of Nations it would probably mean the end of democracy as we know it in the United States. It would not take a person with a very vivid imagination to see what might happen to the democracies of the world following this war if we would join in reconstituting the League of Nations. Such an organization as the League of Nations not only includes the United States and Great Britain, but it would include France, a nation that is tending toward Communism, and Russia, which will be one of the major military powers of the world. It would include China, a nation that is anything but democratic as we Americans understand the term. What would be the result of such a situation? The only result could be a world government in which the ideals of Russia and the other important nations of the world would have their influence just as our democracy would have its influence. The result would certainly be some radical change from our existing system of democracy.

#### SAMPLE NEGATIVE REBUTTAL ARGUMENTS

In the section immediately following, you will find a group of arguments that are likely to appear in the average debate case. Since these arguments are essential to the establishment of practically any affirmative case, the negative

team should prepare to meet and refute them. First, the anticipated affirmative statement will be given. This will be followed by a negative method of refuting the argument. This suggestion, however, should not be considered by the debater the only way in which the argument may be attacked.

**AFFIRMATIVE ARGUMENT:** *A reconstituted League of Nations will not fail in maintaining world peace as did the first League of Nations.*

**NEGATIVE ARGUMENT:** Our affirmative friends are tempting to establish as a fact that a reconstituted League of Nations will not have weaknesses that were found in the first League of Nations. They are arguing that, even though the first League of Nations failed completely to maintain world peace, their proposal of a reconstituted League of Nations will eliminate these weaknesses found in the first attempt.

We of the negative cannot see how the affirmative hope for such a radical change in which the League of Nations will operate effectively, since they are limited by the very wording of the question to propose an organization very similar to the first League of Nations. We cannot see how they can expect this attempt to be much more successful than was the first attempt.

**AFFIRMATIVE ARGUMENT:** *The United States cannot expect to receive much security in world affairs through an alliance with Great Britain.*

**NEGATIVE REFUTATION:** In their attempt to point out that a reconstituted League of Nations is the best solution to our proposal of postwar world organization, our affirmative friends have pointed out that the United States has little to gain from an alliance with Great Britain. When they make such a statement, they are ignoring the great advantages that would go to any nation in a time of war that has the vast financial resources of great Britain and the British Navy on their side. It should be remembered that in creating an alliance with Great Britain the United States would have the advantage of both of these.

Although our opponents have the tendency to discount the value of an alliance with Great Britain, we are of the opinion that a combination between our nation and the British Commonwealth would be the strongest alliance possible to the modern world.

**AFFIRMATIVE ARGUMENT:** *A plan of the union of the nations of the Western Hemisphere could not contribute to a lasting peace.*

**NEGATIVE REFUTATION:** Our opponents think that a union of the Western Hemisphere would fail to contribute toward the establishment of a world peace. In making such a statement, they are not taking into consideration the fact that the aggressive moves of Japan and Italy and Germany to gain commercial and military advantages in Latin

America were at least minor items in causing the United States to go into the present war.

In the event that a strong union of the Western Hemisphere were organized, it would be a notification to the world that further economic and military aggressors toward South America would not be tolerated. This would certainly be a move toward the establishment of a firmer world peace.

**AFFIRMATIVE** *The proposals of a Union of ARGUMENT: Democracies will fail because it will be impossible to allocate power among the individual nations in a manner that will satisfy all members.*

**NEGATIVE** Our opponents have pointed out

**REFUTATION:** that they feel that a plan of the union of the democracies will fail because of the inability of such an organization to allocate power to the various individual nations. Such an argument was made in 1787 with the formation of our federal government. It is true that it was finally necessary for the large and the small states to reach a compromise which resulted in our two Houses of Congress—one representing each individual state on equal terms and another representing states in terms of population. It is just as possible that we would make a similar compromise in the creation of the Union of the Democracies.

## A Wolf in Sheep's Clothing

MISS EDNA D. WILLIAMS

*Normal Training Critic  
Rockwell City, Iowa*

**T**HE PROVERBIAL wolf who during de-moved in. Dressed in sheep's clothing, he pression years waited at the door has now has gained admittance to "84 per cent of the American homes." While he lulls people with sweet music and lures them with high sounding phrases, he starves them.

"Impossible!" you say. "It is impossible that starvation exists in 84 per cent of the American homes."

Yes, there is starvation. Radio advertisers are starving the American people; not starvation from the lack of food, but starvation from a lack of truth in radio advertising. Not all radio advertising is false, but it has come to the place where one does not have to "build a better mouse trap" to sell it. In fact, the sales resistance of the American public is so low that even products which are injurious to the health can be forced upon them.

Why is this true? Well here is one possible explanation. "Psychological studies have revealed that people are less critical of things heard than of things read; people are more suggestible when the suggestion is spoken than when it is written; radio has a somewhat dulling effect

on the higher mental processes of the listener; he is definitely less critical, less analytical, and more passively receptive when listening to the radio than when he is face to face with the speaker." If that is true, the radio audience must be reconditioned. Through education, they must be taught to distinguish the excellent products from the inferior.

What could make a better topic for a junior or senior high school group? Why not fight fire with fire and through the use of a radio project teach the truth about radio advertising?

This is no attempt at completeness, but the following are a few suggested activities which might prove helpful in planning such a unit:

1. Encourage pupils to select an advertised product—tobacco, liquors, cosmetics, tooth pastes, soaps, medicines, foods, etc.—and listen to the slogans and claims made by each advertiser over the radio. Keep these lists together with the advertisements used by these same companies in magazines, in newspapers, and on billboards.

2. Consult authoritative references to prove or disprove the truth of the statements. *Consumer's Guide* should be invaluable for this purpose. *Reader's Guide* will indicate recent magazine articles which might be of use.

3. Make a large chart tabulating the material. Keep products of a kind together. Items appearing on the chart might be product, program sponsor, claims and slogans, verification, comments, and sales.

4. Make pictorial graphs showing the amount spent for various products.

5. Have individual reports on the techniques used in advertising.

6. Hold class discussions which will clarify results of findings for the group.

7. Write a school newspaper article giving the results of the investigation.

8. Write and present a radio program using the actual slogans and the facts accumulated. Here is an excellent chance to use humor, and a golden opportunity for the others in the school to profit from the work of the investigation group.

In choosing references, please beware of old hygiene texts which give false pictures of the effect of tobacco and alcohol. The value of the whole unit will be lost if you do not present these items without exaggeration. Figure costs of the habits through the years, record man hours lost in war plants, and stress actual effects, but remember that too many grandads have lived to prove some of the earlier statements untrue. The article, "Nicotine Knockout, or the Slow Count," which Gene Tunney wrote and which was published in the December, 1941, issue of *The Reader's Digest*, might interest the boys.

There is a need for this type of unit because only through education will critical judgment be

(Continued on page 214)

<sup>1</sup>H. C. McKown, "Audio-Visual Aids to Instruction," (New York: McGraw-Hill, 1940), pp. 211.

<sup>2</sup>T. F. Tyler, "The Place of the Radio in Teaching English" in "English Journal," XXIX (1940), pp. 395.

# Assembly Programs for February

THE FOLLOWING suggestions are offered for the weekly assemblies to be given during February. We are keenly aware that our country is imperiled from within and without, and if we can use our assemblies to strengthen and defend our way of life, our traditions, and our democracy, the time will be well spent. To quote Carleton W. Washburne, "The best defense of a nation is in the spirit of its people. If we are to have a nation that can resist aggression from without and subversion from within, our people must be united in a spirit of dynamic patriotism. To imbue the oncoming generations with this spirit, all educational agencies must make it a major goal."

To make these assemblies a real educational procedure, to provide many departments in the school an opportunity to be presented, to entertain and interest the student body at the same time, will mean that those in charge and those taking part must have definite objectives in mind and be completely "sold" on their ideas

## SUGGESTED PROGRAM FOR FIRST WEEK OF FEBRUARY JANUARY 31 - FEBRUARY 4

This should be called a "War Savings Assembly" and advertised beforehand with posters from the art department. The purpose of this program is to stimulate the sale of bonds and stamps, and to start a contest between two organizations in the high school in which stamps and bonds are sold to buy an army jeep. The Hi-Y or Boys' League might sponsor this assembly and challenge the Girls' League. In such an assembly the following suggestions for a program might be of use:

1. Selections by band or orchestra.
2. Pledge to the Flag and singing of "God Bless America"—led by president of organization.
3. President introduces student chairman of the contest committee, who explains contest and makes the challenge to the opposing organization.
4. Instrumental music—duet by band members.
5. Committee chairman introduces the outside speaker, who should be a member of the local War Bond Drive Committee, asked a week in advance to participate on this program.
6. Group singing of patriotic songs—led by music director.
7. President asks if the challenge is accepted; representative from opposing organization goes to the stage for response.
8. President announces that stamps will be sold among the students while the band or orchestra plays several patriotic songs. A committee from each organization can handle the sales.
9. All sing "The Star Spangled Banner" ac-

EVAMAE SWAN

Dean of Girls

Helen M. Stack Junior High School  
Baker, Oregon

accompanied by the orchestra or band.

## SUGGESTED PROGRAM FOR LINCOLN'S BIRTHDAY, FEBRUARY 11

The name of this assembly could be a Pageant of American History. The script should be written by a class in American History and given in conjunction with the music and physical education departments. It can be given as a regular school assembly, repeated in the evening for the community. The school public address system should be used for the student narrator, who is out of sight. The orchestra will play many old familiar American folk songs during the pageant and for the dance numbers, which are to be worked up by the physical education classes.

The curtain opens and stays open during the entire program. The stage is arranged with plain or out-door flats, side entrances, and small platform center back stage, with exit. Colored lighting can be used very effectively during the pageant.

As the narrator reads his script, the pageant takes the stage, the dances and songs giving him time out, while the colorful and well costumed pageant moves into era after era in American history.

The following are suggested scenes that could be added to or left out, according to the time allotted to the assembly period:

1. Boys dressed as Indians doing a war dance.
2. Pilgrim family on its way to church.
3. Old-fashioned Quilting Bee—one girl or a group singing "I Was Seeing Nellie Home."
4. Three boys representing "The Spirit of '76."
5. George Washington talking to Betsy Ross who is sitting in a rocking chair working on the flag.
6. Signing of the Declaration of Independence.
7. Dance—Virginia Reel—group representing negroes.
8. Western movement, gold rush days.
9. Song and dance, a girl or group, representing "The Bowery Maid."
10. Scene from "Uncle Tom's Cabin."
11. Abraham Lincoln.
12. Dance—Square dance, boys and girls.
13. World War I—represented by soldier, sailor, marine, Red Cross Nurse, with war song by some outstanding student.
14. Period of prosperity represented by several groups, a well-dressed family, a college boy and girl in cap and gown, church choir, etc.
15. Ending with flags of all the allied nations,

made by art classes, coming in from either side of stage, entire pageant group taking their places on the stage, the soldier, sailor, marine and air cadet at center on platform, holding the American flag. Everyone sings "The Star Spangled Banner," accompanied by the orchestra.

#### SUGGESTED PROGRAM FOR THIRD WEEK

FEBRUARY 14-18 INCLUSIVE

A Valentine Day and Susan B. Anthony program sponsored by the Girls' League, for the purpose of giving an all-girls' assembly.

The stage setting may be flats decorated with large comic valentines, cupids, etc., with a large heart-shaped entrance at center back stage through which participants enter and leave the stage. Two traditional valentine boxes on either side of stage large enough to hold a person would complete the setting.

1. Girls' League program chairman leads assembly in flag salute and singing of "America."
2. Dance number—two girls from boxes on stage.
3. Humorous reading, by outstanding girl.
4. Vocal number—one or more girls.

5. Paper on Susan B. Anthony—a girl.
6. Instrumental music—piano duet.
7. A symposium or panel on the Women's Rights Movement in this country. (Much stirring, amazing, amusing and sometimes tragic information can be found in Harry C. McKown's "Fools and Foolishness" for instance.)
8. Pep talks by several leading girls on the War Savings Stamp Contest.
9. Numbers by the Girls' Glee Club.

#### SUGGESTED PROGRAM FOR FOURTH WEEK

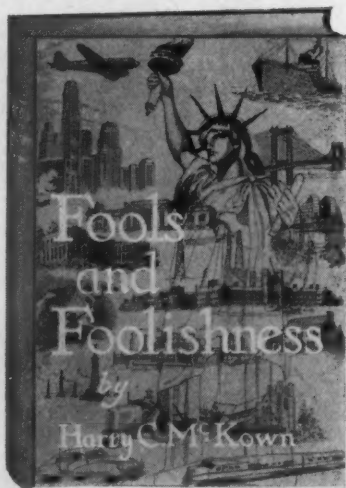
FEBRUARY 21-24 INCLUSIVE

Since we are emphasizing patriotic programs, the dramatics department could put on a pantomime honoring George Washington's birthday. The stage arrangement could be a stage within a stage, with a narrator at one side explaining the pantomimed scenes. He could lead the assembly in the flag salute and in singing of the "Star Spangled Banner," and make a few remarks about the life of George Washington, the United States Constitution, and its Preamble.

An idea to be pantomimed is one of George and Martha Washington in a living room scene.  
(Continued on page 215)

## Fools and Foolishness

A New Book by HARRY C. MCKOWN  
Illustrated by MARGARET WHITTEMORE



*Did you know that -  
according to old-time evaluations—*

the airplane was a "physical impossibility"?  
the bathtub was "a useless vanity and an undemocratic luxury"?

jazz caused "drunkenness, insanity, paralysis, and premature old age"?

women were "not physically fit to drive automobiles"?  
the baseball curve was "only an optical illusion"?

softball was "a game for old ladies and cripples"?  
Edison's light bulb was "merely an electric doodad"?

standard time was "impractical, silly, and Godless"?  
advocates of women's rights were "unsexed females"?

After reading this book, you will agree with the author that **NO INTELLIGENT PERSON EVER LAUGHS AT A NEW IDEA.**

Order your copy now—Price, \$2.00

Younger people will be inspired by these stories of how distinguished men and women became great; older people will be intrigued by them. Here is a book for everyone.

**School Activities Publishing Co.**  
Topeka, Kansas

## News Notes and Comments

"Education for the Air Age," published by the Civil Aeronautics Administration, Department of Commerce, Washington, D. C., gives an exhaustive bibliography and list of teaching materials in the field of aviation.

Read "Music for Today and Tomorrow," by Ruth Jenkin, in the November-December number of *Music Educators Journal*.

### You Cannot Use School Buses to and from Athletic Games

School buses cannot be used to transport students to athletic games, to state or county fairs, or similar events, the Office of Defense Transportation recently announced in answer to a number of requests by school authorities to use buses for such purposes. Joseph B. Eastman, director of the ODT, made it clear that conservation of school buses and their proper use during the emergency is of vital importance. Only in the most urgent cases can replacement of such equipment be made.—*School Management*.

The January number of *The High School Thespian* shows nearly two hundred photographs of play casts, actors, and scenes from plays recently produced by American high schools.

Lawrence W. Prakken, editor of *The Education Digest*, Ann Arbor, has been elected president of the Educational Press Association.

### "Schools at War"

Teachers who are not receiving this War Savings News Bulletin should write the Education Section, War Finance Division, United States Treasury, Washington 25, D. C. It is brilliantly illustrated and filled with war-savings ideas.

### Pass School Activities Around

Due to wartime shortages of paper, each copy of this magazine should be made to do maximum duty.

Too, schools that make a practice of preserving all their copies for future reference should make sure that their volumes are kept complete. Back numbers to replace lost copies may not be available.

Association Press, 347 Madison Avenue, New York City, is the publisher of "Devotions for Youth," by Clark R. Gilbert. This is a book of more than a hundred devotional stories and programs for leaders in school, church, camp, club, and home.

### Two Kinds of School Spirit

There are two kinds of school spirit. One is the kind that gets you out to football games and makes you yell for your team and school. This

is undoubtedly a very desirable type of school spirit. It shows the other spectators at the game that we are behind our team 100 per cent.

But there is another kind of school spirit that I feel is more important than the first kind mentioned. That is the general attitude of the student toward school, and what it stands for. That is the kind of school spirit that makes us want to keep our school cleaner than any other school; that makes us want our organizations and clubs to be better than the organizations and clubs of other schools.—Editorial in *The Wheeling* (West Virginia) *High School Record*.

### Club Victory

A suggestion for a practical community program to help solve the juvenile delinquency problem is a reprint of five "Boy Dates Girl" stories that appeared in *Senior Scholastic*. Written by Gay Head. 8 pages. Size 8½" x 11". 6 illustrations. It is available to educators, club leaders, and parents without charge. Scholastic Magazines, 220 East 42nd Street, New York 17, New York.

The Council for Democracy is producing a series of short, vital plays written toward the propagation of American faith and democracy and the preservation of American institutions. These plays are to be used by young Americans all over the country, royalty free. The Council Highschool Drama Committee, which has been formed with the co-operation of the Writers War Board, has secured some of the ablest and best known American playwrights to put these ideas into drama form. The plays will be distributed by the Council, 285 Madison Avenue, New York, New York.

Information regarding other plays for high schools can be secured from the National Thespian Society, College Hill Station, Cincinnati, Ohio. Its monthly magazine, *The High School Thespian*, is devoted to the promotion of dramatic art in high schools.

From a list prepared by Earl Blank, professor of dramatics at Berea College, for the National Thespian Society, the following short, non-royalty plays have been selected by Ernest Bavely, editor of *The Thespian*:

"American Saint of Democracy" by Fred Eastman

"Franklin and the King" by Paul Green

"Haven of the Spirit" by Merrill Denison

"Roger Williams" by Marcus Bach

"Salute to the Fourth" by Elizabeth McFadden

"This Night Shall Pass" by Dorothy Wilson

"Young Hickory" by Stanley Young

"Pretty Soft for You Guys" by Richard Birchard (junior high school)

"Three Royalty R's" by Mary Thurman Pyle (junior high school)

## Athletic Trophies Awarded To New York City High Schools

Two City-wide Athletic Trophies are awarded the girls in the senior high schools of New York City each year by the Girls' Branch of the Public Schools Athletic League. The winners are determined on the basis of the largest percentage of girls qualifying for All Round Athletic Medals.

Schools with a registration of 2,500 or over compete for the Catherine S. Leverich Trophy and schools of 2,000 or under compete for the Egerton L. Winthrop Trophy. Schools with a registration of between 2,000 and 2,500 may choose the classification under which they wish to compete.

Jamaica High School won the Catharine S. Leverich Trophy for the year ending June, 1943, with 12.5 per cent of the girls in the school qualifying.—EMILY O'KEEFE DALY in *High Points*.

## A Roman Wedding

(Continued from page 202)

hair with a spear into six parts and then braided and ornamented it with ribbons.

The wedding cake of spelt which was given to the wedding guests and the ten witnesses could be made by the Home Economics girls for the play. They could also help make togas, and the proper draping of one could be woven into the

play. Such interesting customs as the bride's anointing the door posts of her new home with fat and oil and the tying of a band of wool around them should be explained as propitious. The symbol of fire and water which the new husband gave to his bride showed that he was offering to her the duties of his home.

In preparing for a program of this type, the students would naturally have to consult source books of Roman private life, learn the customs, and make simple stage settings and costumes. Other departments of the school might well be drawn into the last two activities. All this research work should be done as a part of classroom work. The music department could be well utilized to supply the proper mood music and accompany the festive wedding songs. They, too, could do research about ancient instruments and try to use or make only those which the Romans would have used. In this way, several departments prepare the assembly program, and surely their level of appreciation and that of the audience is lifted. And perhaps one may hear a pupil on leaving the assembly say, "Gee, I didn't know the Romans were so much like us. We practically don't have any new wedding customs at all." Not erudite of course, but is there any greater praise?

## A Wolf in Sheep's Clothing

(Continued from page 210)

developed. It isn't a case of someone's crying, "Wolf! Wolf!" The gullible radio audiences are responding to advertising to the extent that some products have doubled their sales. Listeners must be trained so they cannot so easily be robbed of reason. They must be trained to adopt some of Little Red Riding Hood's skepticism, so that when the monster tempts them with false advertisements they will respond, not by buying the product, but by replying, "Oh, brother, what big lies you have!"

## Birth of a Nature Study Club

(Continued from page 192)

They at first devoured the tail, and by degrees the entire body of the less agile tadpoles.

We had difficulty in keeping the aquarium balanced, with such a large population. A dash toward the aquarium by a pupil meant that an inhabitant was probably gasping air bubbles and folding up as it sank to the bottom. The pupil would net the victim, give him oxygen, and then invariably glare at the committee entrusted that week with the aquarium care. (A practical lesson in responsibility.)

It is, of course, just a natural outcome that our interested board of education has decided to inaugurate a science course in the curriculum. Do not educators say that the extra-curricular is an outgrowth of the curricular? Here's an example of the reverse.

## Seright Publication Bureau

### ANNUALS—AWARDS

Are you keeping a record of these memorable days?

There is no better way to record them than in the School Annual—and in many ways this is an opportune year for publishing. Make your Annual a morale builder on the school front.

We still have available material and facilities for producing either an ALL-PRINTED, a LITHOGRAPHED or a MIMEOGRAPHED type Annual, and our twenty years of experience in this field enables us to give you a specialized service at low cost. A postal card will bring you our new folder showing reproductions of pages from these three different types of Annuals, and a sample of our beautiful Flag and Dedication Insert Sheet.

Write for list of TROPHIES available and suggestions for suitable AWARDS.

Seright Publication Bureau

School Service

2639 Randolph St., Lincoln 8, Nebr.



## Assembly Programs for February (Continued from page 212)

fixed on one side of the stage, watching a smaller stage, where the guarantees of rights and liberties, as given in the Preamble of the Constitution of the United States, are being pantomimed. This could be done with as many or as few scenes as time permits, with a small student dressed as a page, holding placards telling what each represents.

The large stage curtains close, and the orchestra plays several patriotic numbers, after which the narrator comes out to explain that years have gone by, enumerating some of the important events up to the present time. He then explains the idea of the last scene, which has changed to another living room, with an average American family represented. They are watching the smaller stage also, where the Four Freedoms of the Atlantic Charter are being pantomimed.

There are many other days and special occasions that can be used for interesting assembly programs during this month. Boy Scout Week, February 6-12 inclusive, always offers a desirable incentive, and material can be secured from

The Boy Scouts of America, Division of Programs, 2 Park Avenue, New York City.

Brotherhood Week, which always occurs in the week of Washington's birthday, urges the promotion of brotherhood among Americans of every nationality, every background, and every racial strain. Here would be an excellent opportunity to present a round-table discussion of racial, national, and religious contribution to the community's settlement and development.

"The American Book of Days" by George William Douglas contains a wealth of historical materials for school assemblies; it should have a place in every high school library.

The following are special weeks observed in February of 1943. If the same are to be set aside again in 1944, the following information as to source of materials such as literature, posters, suggested programs, etc., can be secured from their sponsors:

National Drama Week, Drama League of America, 127 W. 43rd Street, New York City.

Americanism Week, United States Junior Chamber of Commerce, Chicago, Illinois.

National Defense Week, Reserve Officers' Association of the United States, 1653 Pennsylvania Avenue N. W., Washington, D. C.

## My Rights and My Duties

It is my duty as an American to prove myself worthy of the freedoms guaranteed by the BILL OF RIGHTS. For every one of my privileges I have a corresponding duty. Some of these rights and duties are paired together and listed here.

### Because I have the RIGHT to—

**Express My Opinion** orally or in writing in criticism or in praise of public officers and on public issues, to listen and to read, assemble peaceably with others, and to discuss openly such questions as are worthy of serious attention

### Because I have the RIGHT to—

**Vote** for whom I choose in the election of those who will hold office in our representative form of government

### Because I have the RIGHT to—

**Worship** according to the dictates of my own conscience

### Because I have the RIGHT to—

**Petition My Government** for redress from wrongs, to state a grievance, or ask relief from oppression

### Because I have the RIGHT to—

**Own Property** that cannot be taken from me except by due process of law, to hold my home inviolate from unlawful search and myself from illegal seizure, and to establish my own integrity

### Because I have the RIGHT to—

**Be Tried** by a jury of my fellow citizens if I am legally charged with a crime, to be assured that I cannot be punished more than once for the same offense, to refuse to testify against myself, to be free under bond except for a capital offense

### Because I have the RIGHT to—

**Follow Without Interference** the lawful occupations of peacetime, to own and bear arms legally, to serve in military organizations voluntarily

### Because I have the RIGHT to—

**Exercise my Rights** as a citizen under the Constitution of the United States and the laws of the state and of the community in which I live; to engage in whatever occupation I may lawfully follow; to be free to travel, to educate myself, to strive for my own occupational competence and happiness

**—It is my DUTY to—Study Problems and Social Issues** carefully and to listen and read with discrimination before expressing an opinion, to tolerate the views of others as being as worthy of consideration as my own, to make my criticism constructive, to withhold judgment until the evidence is reviewed, and to refrain from loose talking which may injure another or jeopardize my countrymen.

**—It is my DUTY to—Use My Right to Vote** as intelligently as possible, and to respect and support public officers in the honest performance of their duty.

**—It is my DUTY to—Accord this Same Privilege to Others** and to respect the sacredness of religious faith.

**—It is my DUTY to—Ask No More for Myself** than I would give to all others with similar problems, and to remember that personal interest must be subordinate to the public good.

**—It is my DUTY to—Respect the Property and Personal Rights** of others; to refrain from trespass; and to avoid slander, knowing that a person's good name is his legal right.

**—It is my DUTY to—Remember** at all times that a person accused is deemed to be innocent until proved guilty, to abstain from passing my own judgment until the court has made its decision, and to assist the courts by serving as a witness or as a jurymen when called upon to do so.

**—It is my DUTY to—Serve My Country** well at all times, to cherish and protect it from its enemies within or without, and serve under arms when called in an emergency, sacrificing my life and property if need be that this nation might live.

**—It is my DUTY to—Preserve, Protect, and Defend** the Constitution of the United States, to obey its laws, to make myself personally competent, to conduct myself at all times as an honorable citizen of a great nation under whose flag mankind has reached its highest state of freedom.

(Arranged by the Indianapolis Public Schools—  
DeWitt S. Morgan, Superintendent)

# Something to Do

C. C. HARVEY, *Department Editor*

## CONDUCT A PREVIEW OF HIGH LIFE FOR FUTURE FRESHMEN

At the North High School, Sheboygan, Wisconsin, each spring the principal and two representatives of the school council visit all the grade schools which contribute pupils to the high school. They discuss for the future freshmen the following items:

1. What it means to be a pupil at North High.
2. What North High offers:
  - a. Courses—requirements, electives, etc.
  - b. Activities—clubs in school, and outside activities.
  - c. Pupil participation in school government.
3. What it costs to go to North High.
4. Why it is wise to begin planning early for a high school career.

A copy of the school handbook is presented to each prospective member of the next freshman class, and important items indicated and explained for them. A question and answer period follows and "selection of subjects" sheet left with each eighth grader to be filled in later.

Toward the end of May this special activity is followed up with another exercise for the future freshmen. Its purpose is to demonstrate how freshmen fit into high school life. Last year's program was as follows:

1. Chairman—a freshman pupil who achieved success in forensics.
2. Address of welcome—president of the school governing body.
3. Patriotic musical selections—High School Band.
4. Play—Freshman Dramatics Club, ten minutes
5. Tips to Future Freshmen by a Freshman—Talks by an outstanding boy and girl from the Freshman Class.
6. Musical selection—a freshman who achieved success in music.
7. Skit—"What to wear and what not to wear at high school"—a group of freshman boys and girls.
8. Special message—High School principal.
9. Popular selections—High School Band.

After this program the eighth grade pupils were divided into groups and conducted on a tour of the school building by the members of the school council.

The aim of North High has been to make the transition from grade to high school less difficult, and the extent to which it has achieved its purpose is reflected in the happy atmosphere which prevails throughout the year at the high school and the spirit of goodwill and sportsmanship which characterizes the relationship between

freshmen and upperclassmen.—SCHOOL COUNCIL, North High School, Sheboygan, Wisconsin.

## PLAN A RADIO PROJECT FOR A CLUB OR CLASS

One of the first aims of a school radio project should be to help pupils select programs wisely. As an activity in an English class or a project for a club, pupils might listen to a series of programs and evaluate them according to criteria set up by the group.

After learning to be critical listeners and practice in the use of discrimination in selecting programs, they might carry their project into the home community. The group might conduct a survey of the favorite programs of people living in the community. Such a survey might start in the school and then be extended to include homes in the locality. The lists of programs could be tabulated and the pupils seek to discover what human drives or interests were satisfied by each.

Next the group might make a list of programs which they could recommend as worthwhile but which satisfied the same drives. Finally, the project could be reported on at a meeting of the Parent-Teacher Association in order that local citizens might derive benefit from it. There are many similar projects which could be related to a study of motion pictures and journalism as well as radio which would be very interesting to pupils, beneficial to the community, and significant from the point of view of education—Mrs. MARVYL T. MILLER, Student, University of Minnesota, Minneapolis, Minnesota.

## CINCO DE MAYO CELEBRATION OF MEXICAN INDEPENDENCE DAY

One of the great days in Mexican history, celebrated by Mexicans at home and in foreign countries, is known as the Cinco de Mayo, or the Fifth of May. It is the anniversary of the battle of Guadalupe near Puebla, which was fought in 1862 by a Mexican force of about 2,000 which repulsed a French force of 6,000.

In Mexico City one of the streets is named for the day. It is customary in that city for the President of the Republic to review the troops, which march through the streets between buildings gayly decorated with flags and banners, while the regimental bands play the national anthem. The day is observed by Mexicans living in the United States, particularly those in the Southwest. They have a great festal dinner in the afternoon, and in the evening there is a ball at which the dancing usually lasts until morning.

Last year a group at the Alexander Hamilton High School, Los Angeles, California, carried out a Cinco de Mayo Celebration which might be of interest to other schools. This project was

sponsored by the Pan Americans, a school club composed of pupils who are interested in Pan Americanism.

The all-day celebration consisted of the following: (1) An exhibition of current war posters from Mexico. (2) An assembly program dramatizing the experiences of an American girl reporter in Mexico on Independence Day. (3) An exhibition of gaucho caricatures done by a contemporary Argentine artist. (4) Mexican costumes on pupils and national colors on the faculty. (5) A noon broadcast of popular Mexican music. (6) Exhibition of Mexican Crafts in hall cases. With Mexico fully our ally in the war, and with the Good Neighbor Policy functioning in all respects as far as Mexico is concerned, why not help our neighbor to the South celebrate its independence by planning a Cinco de Mayo Celebration?—C. V. GUERCIO, Co-ordinator of Activities, Alexander Hamilton High School, Los Angeles, California.

#### **DIVISION OF LABOR PLAN AIDS HOMEROOM GUIDANCE**

A common criticism of the homeroom is that there is so much administrative detail that little time remains for guidance activities. The Darby, Pennsylvania, High School is constantly trying to make its guidance program more effective, and last September devised and introduced a new system.

Because of human variabilities, all teachers do not have the necessary qualifications, interests, and personality traits to become efficient guidance counselors. Likewise, all teachers do not have the interests and capacities which will enable them to do satisfactory clerical and routine work. Does it not, therefore, seem unwise to delegate responsibilities to people who have neither the inclinations nor abilities to do those jobs efficiently?

In the new plan, one group of teachers were assigned homerooms and were responsible for the daily meetings of their groups and for handling all administrative tasks such as keeping attendance records and making reports. Other teachers were assigned to guidance groups, which met twice per month during the activity periods. These teachers also scheduled private conferences with members of their groups. Each guidance group contained members of the three classes in high school. As seniors are graduated, freshmen will be added, thereby providing for a continuous group with which the counselor may become thoroughly acquainted. Counselors are responsible for keeping the cumulative records up to date. The records are filed in a centrally located room where a teacher is assigned for duty during every period in the day, in order that any teacher desiring information about a particular student can secure it promptly. A teacher who feels that she has valuable information about a student puts such data on a card and deposits it in the "bank" on the desk. Counselors meet weekly and review these con-

tributions and decide which should be included on the permanent records. This system encourages the use of records.

Naturally, the refinement of this plan will come only with experience, as anything of this kind requires study and continual improvement. However, the many advantages of this scheme are apparent.—E. V. PAINE, Darby High School, Darby, Pennsylvania.

#### **AIM OF PUPIL PARTICIPATION IS DAILY DEMOCRATIC LIVING**

Learning the ways of democracy by living democratically from day to day is the aim of student participation at the Dickinson High School, Jersey City, New Jersey. The system was initiated in this way. After a forum discussion carried on by all the school, a group of volunteers met with an adviser. The resulting constitution modeled after the United States Constitution, with the omission of the Judicial branch, was tried by the older students, revised, and adopted by the school. When it was running smoothly, the group decided to experiment with a judicial system.

This step has not been perfected, as the ideal is to secure the correct procedure through training rather than punishment. In the preamble, it is stated: "In order to live daily up to the democratic ideals of the United States, develop good citizens through actual experience in government, and maintain a high standard of conduct . . ." This aim makes it important that the judicial branch be practical rather than farcical.

To encourage self-improvement, all qualifications for office are liberal enough that no student is excluded. Class representatives or assistants need a passing mark in three required subjects, with satisfactory attendance and deportment. Senators must be honor students. The vice-president, a junior, and the president, a senior, must have passing marks in all current subjects and must have shown marked ability in leadership.

There are no dues. Money is raised by a Social Functions Committee which is a part of the council. In the four years the organization has existed, more than four thousand dollars have been raised. This has been used to finance many services for the school. Financing the High School Victory Corps is the current problem. Representatives of the council sell on an average of one thousand dollars worth of bonds and stamps per week.—MAY K. COOKE, Sponsor, Student Participation, Dickinson High School, Jersey City, New Jersey .

#### **DEVELOP PERSONALITY THROUGH CHARM CLUB FOR SCHOOL GIRLS**

Personality and appearance are essentials of charm. Organize a club for high school girls and give them an opportunity to acquire the personality traits which make for success in life and in work.

Select a committee of girls who are interested

in the idea and let them formulate a plan for the club. The club should have definite standards and requirements for membership. For example, before being permitted to join the club, a girl should pledge herself to strive to be natural, courteous, neat, etc. A self-analysis chart might be worked out by the group to help girls live up to certain standards.

The club should have a definite time and place for meetings; possibly meetings could be held during the activity period or after school. Programs should be planned to help the members improve their personality and appearance. Examples of programs which could be given are: demonstrations of hair arrangement; application of make-up; and manners at home and at school. Playlets could be enacted to help them improve their conversational habits and courtesy. Parties, teas, and various other activities might be conducted to help them improve socially and acquire poise in group activities.

Probably the home-economics teacher is the logical person to sponsor such a club. She can be of much influence with members, but the club activities should be planned by the group. This procedure will develop responsibility and enthusiasm among the girls. Booklets with ideas

for a club of this kind are available from a number of sources. Most magazines for women and girls have suggestions for activities which will be helpful. For example, the list of books entitled "Sub-Deb" from the *Ladie's Home Journal* includes many references on grooming and personality.

The success of this type of club depends upon the teacher-sponsor—her personality, appearance, leadership, and enthusiasm, but most important of all, her ideals. A club of this kind is a practical application of the philosophy, which is so admirably stated by Dr. Briggs in the following quotation: "Teach pupils to perform better those desirable activities which they will do anyway."—M. MARIE FRIES, Student, Pennsylvania State College, State College, Pennsylvania.

#### TRACK CLINIC IN ASSEMBLY IS OF UNUSUAL INTEREST

At the Pekin Community High School, Pekin, Illinois, last April an assembly program was given in the form of a track clinic. The purposes of this informal program were to inform pupils on track and field sports, create interest in them,

### STAFF HANDBOOK for THE HIGH SCHOOL NEWSPAPER BY CARL G. MILLER

Lewis & Clark High School, Spokane, Washington

This booklet, prepared by an experienced teacher and student adviser, outlines the duties of staff members and provides rules for the editorial and business groups. A copy in the hands of each member of the staff of your school paper, will save hours of the counselor's time. There are chapters on general policies, duties of each member of the staff, rules for copy and make-up, copy reading and proof reading signs and rules for style.

Price.....\$ .35

\* \* \* \* \*

### Dramatizations of THE DECLARATION OF INDEPENDENCE and THE CONSTITUTIONAL CONVENTION BY ZETA DALTON

These plays will serve the twofold purpose of entertainment and supplementary classroom work. They are particularly appropriate this year for assembly programs and club work. They may be effectively presented without special equipment,—but when given for entertainment, colonial costumes add to their attractiveness. The two dramatizations are presented in one booklet.

Price.....\$ .25

\* \* \* \* \*

### A STUDY OF THE UNITED STATES CONSTITUTION BY JAMES V. HARWOOD

Elementary Edition (in question and answer form)

Price.....\$ .20

(Discounts on all class orders)

THE PALMER COMPANY

370 Atlantic Ave.

Boston, Mass.

and to give the group entertainment.

Following is the program: First, a five-minute talk comparing track marks and personalities of yester-year with those of today, given by a business man of the community who was a Pekin High track star in 1910. The second part of the program consisted of a panel, composed of track boys, who answered questions on track and field. The questions had been collected the week before from pupils and teachers interested in the sport. These questions were answered by different members of the track team. The captain of the team acted as master of ceremonies. Some of the questions asked were: What qualifies a boy for the State Finals? What is a foul in the broad jump? What is a foul in the field events? What is meant by saying a runner's "second wind"? What is good form over hurdles? What is the difference between the scissors and the roll in the high jumping? How do our school marks compare with those of other schools?

Demonstrations were given to illustrate the answers to certain of the questions. The stage was big enough to allow these demonstrations. For the high jump, five tumbling mats were used for the boys to light on. Regulation jumping standards and hurdles were used on stage.

This was the first year for the Track Clinic, but it was successful enough to warrant repetition this year.—A. G. HAUSSLER, Principal, Pekin Community High School, Pekin, Illinois.

#### LOST AND FOUND DEPARTMENT HOLDS ANNUAL AUCTION SALE

Does your Lost and Found Department accumulate a mass of odds-and-ends by the close of the school term? The Tunkhannock High School has devised a novel way of disposing of this accumulation—a way which not only serves the original purpose, but which also provides fun and amusement for the students.

Each year, near the end of school, an auction sale is held, which is attended by the entire student body. As each article is held up, the owner has a few seconds in which he may claim it. However, if it remains unclaimed, the bidding (and the fun) begins. No matter how ridiculous the article, there is usually someone who wants the fun of bidding for it.

Last of all comes the grab box. Here are placed all the smaller items (fountain pens, pencils, rulers, and the like). In this instance, the highest bidder gets all he can grab with one hand without looking into the box. This part of the program will often prove to be fairly remunerative for the bidder. One boy was known to have made five times the amount of his bid through selling the fountain pens and other articles to his friends.

All unsold items (which are mostly in the line of clothing) and all money made from the auction sale is given to a charity organization in the town. In this way, the school not only gets rid of these articles, but a worthy organization also benefits from the sale.

Naturally, this idea would not be practicable in a large assembly. However, when the student body is fairly small, the annual auction sale proves to be very interesting and entertaining.—RETA JENKINS, Tunkhannock High School, Tunkhannock, Pennsylvania.

#### PAN AMERICAN DAY PROGRAM

Two reporters interview passengers on the S. S. Uruguay proceeding to the Panama Canal and South America. The passenger list includes Mr. Beaty, reporter on his way to Panama; Miss Hazel, who is going to join her husband, an emerald buyer in Bogata, Colombia; Miss Dixon, traveling to Caracas, Venezuela, to visit her brother in the oil business; Miss Lyons whose destination is Quito, Ecuador; Miss Banks, who is on her way to Santos, Brazil; Mr. Bandcroft, rubber buyer, traveling to Brazil; Miss Lawrence, going to Argentina to take possession of an *estancia* left her by an uncle; Miss Ramos and Mr. Madero, dancers who are returning to Buenos Aires after touring the United States, and who entertain the company gathered in the ship's lounge; Mr. Smith, mining engineer going to Bolivia and Chile; Maria, a little girl making her third trip from the United States to Paraguay; Miss Clark going to join her explorer father in the Amazon jungle; Miss White, talented vocalist, who sings "South American Way"; a United States government official on his way to Argentina who explains the Good Neighbor Policy.

Each of the interviews brings out interesting information about the countries to which the passengers are traveling. After the government official's speech, several blasts from a fog horn are heard, and one of the masters of ceremony says:

"Folks, you all know what those blasts mean—a submarine has been sighted in the vicinity. You all know your instructions—proceed to your staterooms and don your life preservers. Then go stand by the life boats to which you have been assigned. We have all done this before in practice drills, so let's don't get excited or do the wrong thing." (Exit passengers.)

This program was written and presented by Mrs. Virginia Perry, James S. Hogg Junior High School, Houston, Texas.

#### ENCOURAGE CLUBS TO DEVELOP COMMUNITY RESPONSIBILITY

Our community is chiefly of an industrial nature. Due to the vigorous program in war industries, parents are often away from home for long hours. Last year leaders of the Womens Club started a campaign to get reliable girls to take care of children in families where parents could not spend their evenings at home.

A committee representing the Womens Club attended a meeting of the Girl Reserves and explained the problem. The purpose of this visit was to find out if members of the Club

would be interested in taking part-time jobs looking after children during the absence of parents. After thorough discussion, it was decided that the situation presented an opportunity for girls to receive valuable experience and at the same time show their responsibility to the community.

Before the project was put into operation, the Girl Reserves Cabinet and the Committee from the Womens Club met and agreed upon a plan. The following were listed as the requirements of the girls and the obligations parents owed to them: (1) To take the girls to their respective homes when their job was completed for the evening. (2) To pay each girl a definite amount of money. (3) To decide what was expected of the girls; such as procedure in regard to telephone calls, putting children to bed at a certain time, etc. Only the girls in the Club who were definitely interested in this type of work were expected to participate in the project.

Each girl gave her name to the Chairman of the Service Committee every Monday morning, signifying that she would be available for work. This service was limited to two evenings per week for each girl. Forty girls volunteered out of seventy-four members. The girls were interested in this activity and felt that they secured valuable experience as well as showed their community responsibility. They set an example which encouraged others to develop community responsibility.—DOROTHY COTTON, Ellwood City High School, Ellwood City, Pennsylvania.

#### DEMOCRATIC EXPERIENCES BY-PRODUCT OF DRIVES

The activity that is to be described here is nothing new, sensational, or original. In fact, some people might call it just another stamp-and-bond drive. It is not the type of activity, but rather the method in which it was carried out that is the interesting feature.

Throughout the school year of 1942-43 the students of Spaulding High School, Rochester, New Hampshire, were deluged with drives for this and that, with the pressure being particularly heavy along the stamp-and-bond line. When spring rolled around, they were all pretty "drive" weary, but it was decided to put on one more campaign to increase the sale of stamps and bonds.

The responsibility for planning and carrying out this activity was assigned to an eleventh

grade class in advertising. This group was made up of just average American boys and girls.

In planning the drive the class decided to retain the basic stamp organization of senior girls who had been handling the sales throughout the year. The stamp booth they decided to use had already been constructed by the eighth grade shop class. The twelfth grade bookkeeping class was enlisted to handle the accounts and the banking of money. All of the advertising was planned by the class itself, and the art department was used in carrying out the ideas. Members of the different English classes were used to give talks over the public address system whenever the drive had a tendency to lag.

As the close of school approached the drive gave indications of failure, so the class in charge enlisted the aid of the music department and the dramatics club, to put on a school assembly. The music group furnished the entertainment, and the dramatics club auctioned off gifts that had been donated. The result was that over seven hundred dollars were raised in that sixty minute assembly.

The important thing is the method in which the drive was carried out. These youngsters displayed democratic training both in thought and action. They showed a realization of the interdependence of one group upon another, of the necessity of co-operating, and of giving the individual a sense of belonging. They used groups that were best fitted for specific assignments. Their thinking shows that the basis for democratic thought has taken root.—MAURICE J. O'LEARY, Spaulding High School, Rochester, New Hampshire.

#### THE NATIONAL HONOR SOCIETY AND SCHOLASTIC ACHIEVEMENT

In recent years high schools have carried on a diverse program of activities outside, as well as inside, the classroom. These activities help adolescent boys and girls attain maturity and develop into worthy citizens. Some critics have insisted that extra-class activities have been over-emphasized and that as a result, achievement in scholarship is of little concern to pupils. One of the organizations which has attempted to promote scholarship and at the same time encourage an activity program which would make good citizenship a matter of distinction is the National Honor Society for Secondary Schools.

When this organization was started in 1920, it was called the American Torch Society, but its name was soon changed to the National Honor Society. It is sponsored by the National Association of Secondary-School Principals and its headquarters office is now at 1201 16th Street, N. W., Washington, D. C. Junior and senior high schools desiring membership in the Society may secure a charter and handbook from the national headquarters. Each school chapter of the Society works as a separate unit, and is permitted to develop a program of activities it hopes will



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improve its school and accomplish the best results.

Pupils are elected to membership in the Society on the basis of their contributions to the school in scholarship, leadership, service, and character. This means that only those who excel in these will be selected—approximately the upper third in the senior high school and the upper tenth in the junior high school. In the National Junior Honor Society, eighth and ninth graders are eligible.

Thousands of boys and girls in the United States, Hawaii, and the Philippines are wearing the emblem of the National Honor Society. The organization appeals to boys and girls because they are eager to belong to an organization which stands for achievement and which affords a medium for service to the school. Being a national society, it has a certain amount of recognition and prestige throughout the country, especially in the colleges and universities.—LILLIAN C. PARKHAM, George Washington University, 4322 42nd Street N. W., Washington, D. C.

#### **HIGH SCHOOL IMPROVES MORALE THROUGH RECREATIONAL PROGRAM**

An interesting experiment in establishing a play center at the Booker T. Washington School, Pawhuska, Oklahoma, was made last fall when the Industrial Arts instructor and school boys made and installed a three-board seesaw and giant stride, to the delight of the pupils and the community. For the past seven years no playground equipment had been available and the result was many disciplinary problems that could have been avoided.

Through the co-operation of the City Highway Department and the County Commissioners the services of the city and county road construction equipment was secured for grading a playground that serves the school for baseball, softball, and other outdoor activities sponsored by the school.

A higher morale and a happier and healthier group of children has resulted from this movement. The use of this playground and equipment has built up the average daily attendance to an astonishing degree.

It is interesting to note the splendid sponsorship offered to the recreational program by the local Parent-Teacher Association. A special leadership training course is being held to train parents and volunteer leaders in the objectives of child psychology and methods of presenting games and recreational supervision. This new interest in the physical welfare of the children indicates a new and commendable desire on the part of local leadership to care for the bodies as well as the minds of the local boys and girls.—S. L. AYERS, Principal, Booker T. Washington School, Pawhuska, Oklahoma.

#### **LET STUDENTS GET OUT THE VOTE FOR EXPERIENCE IN CITIZENSHIP**

As elections approach there is at hand an excellent laboratory for experience in some re-

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alistic aspects of citizenship in any high school community. Students may take over that essential job performed by the precinct committeeman. This will mean a definite organization of classes or groups into committees to ring doorbells in all city blocks and in all rural sections, both to interest voters in the important issues involved in the election and to urge them to go to the polls and vote. The latter will demand that they first be registered.

In doing this, students will develop an understanding of political issues and machinery and will see the meaning of responsible citizenship. Before election day they should secure lists of the voters, check their registrations, and compare them with the number who vote. A good committeeman uses the telephone to get out the vote, offers to provide transportation for those who need it, and finds someone to care for small children while parents are at the polls. Students, if organized and prepared for these services, will do a creditable job with a minimum of direction and give renewed meaning to the Freeman's vote.—F. P. O'BRIEN, School of Education, The University of Kansas, Lawrence.

### HOBBY CLUB IS OUTGROWTH OF CURRICULAR INTERESTS

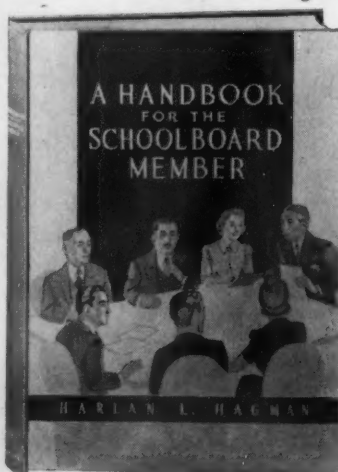
This is the story of a Hobby Club initiated by a fourth grade class, but it is an activity which would be suitable for any group in both elementary and high schools. The Club grew naturally

out of the curricular activities and interests of the pupils.

During the first few weeks of school, we pushed our seats into an informal arrangement, became better acquainted in conversation circles, and planned how to make our room attractive. Some of the things suggested by pupils were: flowers, an indoor garden, a "Today's News" in colored chalk on the blackboard, books and magazines in a library corner, and an interest corner or small-room museum in which we should display curiosities which we collected and wished to share with others. As our activities progressed, these attractions became numerous; for example, while we were studying science, pupils brought for observation such creatures as fish, grasshoppers, butterflies, bees, a snake, turtles, a young alligator, salamanders, etc.

At the beginning of the term, pupils helped plan the first social studies unit around the topic, "Let's know our community." We live in a locality which is rich in Indian lore, and a project for the study of the Red Man created interest in many other aspects of the community. We took a field trip to the historic Standing Stone Monument. A local authority on the Indians who originally inhabited the region came to the school and made several talks. We interviewed old settlers and consulted all available references to find stories, songs, pictures and poems. One group of pupils built a wigwam. Another modeled pottery, symbols, canoes, etc. Several boys made bows and arrows, tomahawks,

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and tom-toms. The girls made Indian costumes for a playlet. Almost every pupil contributed some article of historical interest to the display on Indian life.

After the Indian project was finished, almost all of the class wanted to continue activities of a similar nature. As much of the activity was being carried on outside of the school hours, the group decided to organize a Hobby Club. This Club, which grew out of the curricular activities and interests, still exists. It has done much to provide a means of expression for pupils, to help them share their interests with others, and it has made no little contribution to the enrichment of the curriculum.—ALDINE GEARHART, Maple Hollow School, Duncansville, Pennsylvania.

#### **COUNCIL EMPHASIZES PROGRAM ON INTER-SCHOOL RELATIONS**

As self-control was not being properly exercised by the students, a feeling of unfriendliness had grown up through conference games between the schools of two adjoining towns in the suburban area of Chicago. The school councils of the two schools have greatly eased this tension through their recognition of the problem and their concentration on remedying the situation.

The Hinsdale Township High School Council Board was invited to La Grange for a meeting with the Lyons Township High School Council,

where plans were made for a program to rebuild morale. On the day of the first basketball game between the schools there was an exchange of four council members. These exchange members, accompanied by a member from the home council, visited the homerooms of the school where a discussion of friendly school rivalry relations was carried on.

As the time approached for La Grange to come to Hinsdale for a game, the Hinsdale Council furthered the friendly rivalry by inviting the La Grange Council to a general council meeting, where the two groups reviewed the excellent results of the program sponsored by La Grange, and planned an hour and one-half mixer after the game in Hinsdale.

In preparation for this mixer the Hinsdale Council secretary issued invitations to four boys and four girls from La Grange, selected by their council president, to act as hosts and hostesses along with a like number from the Hinsdale school.

At the mixer it was the duty of these chosen sixteen to start the dancing and break the ice for the timid ones. The Hi-Y at our school participated by clearing the floor of spectators immediately after the game, and a representative from La Grange along with a Hinsdale boy identified students as they were admitted to the dance floor. There was no charge for couples but "stags" were asked to pay ten cents admis-

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sion. Phonograph records amplified on a public address system were used. The new and varied records were purchased by the Girl Reserves and the Student Council. The active participation of so many groups and individuals almost insured the actual complete success of the mixer.

The improvement in relations between the two schools was so apparent that the same general plan was carried out at several other conference games in Hinsdale. One cannot be an enemy of a fellow with whom one has enjoyed an evening and with whom one has worked to achieve a common purpose.—BARBARA J. MILLER, Sponsor of Student Council, Hinsdale Township High School, Hinsdale, Illinois.

## HISTORICAL DATES FOR FEBRUARY

February 4, 1802, Mark Hopkins, one of the most distinguished of American educators and president of Williams College from 1836 to 1872, was born at Stockbridge, Massachusetts.

February 7, 1812, Charles Dickens, one of the most famous English writers, was born at Landport, England. The anniversary of his birth is observed by the branches of the Dickens Fellowship throughout the world.

February 8, 1910, date of the chartering of the Boy Scouts of America. This date is observed each year by the members of the organization as "Boy Scout Day."

February 9, 1773, William Henry Harrison, ninth President of the United States, was born at the plantation of Berkeley in Charles County, Virginia.

February 12, 1809, Abraham Lincoln, President of the United States during the War between the States, was born in a log cabin in Hardin County, Kentucky. The anniversary of Lincoln's birth is observed as a legal holiday in most states.

February 14, St. Valentine's Day.

February 22, 1732, George Washington was born in Fairfax County, Virginia. The anniversary of Washington's birth is now a legal holiday in every State of the Union, the District of Columbia, and the territories.


February 22, 1819, James Russell Lowell, famous American writer, was born in Cambridge, Massachusetts.

February 27, 1807, Henry Wadsworth Longfellow, one of the most popular American poets of the nineteenth century, was born in Portland, Maine.

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## FEBRUARY

"The trees stand wistful in the square,  
Wearing a half-expectant air;  
The sky is a slender silver bell  
That waits to sound the knell  
Of Winter."

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## Comedy Cues

Employer: Are you a clock watcher?

Stude (applying for a job): No, I don't like inside work. I'm a whistle listener.—*Oklahoma Teacher*.

## NO ACROBAT

Mother Nature is a remarkable woman, but she still can't jump from summer to winter without a fall, nor from winter to summer without a spring.—*The Balance Sheet*.

Housewife (opening door): "I don't need none."

Salesman: "How do you know you don't? I might be selling grammars."—*Scholastic*.

Louisville traffic sign: "Slow down before you become a statistic."—*The Savings Journal*.

## LOGIK

What is double petunia?

Well, a petunia is a flower like a begonia;

A begonia is a meat like a sausage;

A sausage and battery is a crime;

Monkeys crime trees;

Trees a crowd;

A rooster crowd in the morning and made a noise;

A noise is on your face like your eyes;

The eyes is the opposite of the nays;

A horse nays and has a colt;

You get a colt and go to bed and wake up in the morning with double petunia.—*Texas Outlook*.

## THANKFUL

The small boy had just started to school, and after a week he said: "Mummy, teacher asked me all about you and daddy, and if I had any brothers and sisters."

"I'm glad to see her taking so much interest," replied the mother. "What did you tell her?"

"I said I was an only child."

"And what did she say to that?" asked the mother.

"Oh, just 'Thank heaven.'"—*Balance Sheet*.

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